



## CHILDREN & LEARNING OVERVIEW & SCRUTINY SUB-COMMITTEE AGENDA

**7.00 pm**

**Tuesday  
28 November 2017**

**Committee Room 3B -  
Town Hall**

Members 9: Quorum 4

**COUNCILLORS:**

Gillian Ford (Chairman)  
Meg Davis (Vice-Chair)  
John Glanville

Viddy Persaud  
Keith Roberts  
Carol Smith

Jody Ganly  
Ray Morgon  
Philippa Crowder

**CO-OPTED MEMBERS:**

**Statutory Members  
representing the Churches**

Lynne Bennett, Church of  
England  
Jack How, Roman Catholic  
Church

**Statutory Members  
representing parent  
governors**

Julie Lamb, Special Schools

Non-voting members representing local teacher unions and professional associations:  
Keith Passingham (NASUWT), Ian Rusha (NUT) and Linda Beck (National Association of  
Headteachers)

**For information about the meeting please contact:  
Taiwo Adeoye - 01708 433079  
[taiwo.adeoye@onesource.co.uk](mailto:taiwo.adeoye@onesource.co.uk)**

## **Protocol for members of the public wishing to report on meetings of the London Borough of Havering**

Members of the public are entitled to report on meetings of Council, Committees and Cabinet, except in circumstances where the public have been excluded as permitted by law.

Reporting means:-

- filming, photographing or making an audio recording of the proceedings of the meeting;
- using any other means for enabling persons not present to see or hear proceedings at a meeting as it takes place or later; or
- reporting or providing commentary on proceedings at a meeting, orally or in writing, so that the report or commentary is available as the meeting takes place or later if the person is not present.

Anyone present at a meeting as it takes place is not permitted to carry out an oral commentary or report. This is to prevent the business of the meeting being disrupted.

Anyone attending a meeting is asked to advise Democratic Services staff on 01708 433076 that they wish to report on the meeting and how they wish to do so. This is to enable employees to guide anyone choosing to report on proceedings to an appropriate place from which to be able to report effectively.

Members of the public are asked to remain seated throughout the meeting as standing up and walking around could distract from the business in hand.

### **What is Overview & Scrutiny?**

Each local authority is required by law to establish an overview and scrutiny function to support and scrutinise the Council's executive arrangements. Each overview and scrutiny sub-committee has its own remit as set out in the terms of reference but they each meet to consider issues of local importance.

The sub-committees have a number of key roles:

1. Providing a critical friend challenge to policy and decision makers.
2. Driving improvement in public services.
3. Holding key local partners to account.
4. Enabling the voice and concerns to the public.

The sub-committees consider issues by receiving information from, and questioning, Cabinet Members, officers and external partners to develop an understanding of proposals, policy and practices. They can then develop recommendations that they believe will improve performance, or as a response to public consultations. These are considered by the Overview and Scrutiny Board and if approved, submitted for a response to Council, Cabinet and other relevant bodies.

Sub-Committees will often establish Topic Groups to examine specific areas in much greater detail. These groups consist of a number of Members and the review period can last for anything from a few weeks to a year or more to allow the Members to comprehensively examine an issue through interviewing expert witnesses, conducting research or undertaking site visits. Once the topic group has finished its work it will send a report to the Sub-Committee that created it and will often suggest recommendations for the Overview and Scrutiny Board to pass to the Council's Executive.

## **Terms of Reference**

The areas scrutinised by the Committee are:

- Pupil and Student Services (including the Youth Service)
- Children's Social Services
- Safeguarding
- Adult Education
- Councillor Calls for Action
- Social Inclusion

## **AGENDA ITEMS**

### **1 APOLOGIES FOR ABSENCE AND ANNOUNCEMENT OF SUBSTITUTE MEMBERS**

(if any) - receive.

### **2 DISCLOSURE OF INTERESTS**

Members are invited to disclose any interests in any of the items on the agenda at this point of the meeting. Members may still declare an interest in an item at any time prior to the consideration of the matter.

### **3 CHAIRMAN'S ANNOUNCEMENTS**

The Chairman will announce details of the arrangements in case of fire or other events that might require the meeting room or building's evacuation.

### **4 MINUTES (Pages 1 - 10)**

To approve as a correct record the Minutes of the meeting of the Committee held on 31 August 2017 and authorise the Chairman to sign them.

### **5 QUARTER 2 - PERFORMANCE INFORMATION (Pages 11 - 28)**

### **6 PRESENTATION ON POWER BI (Pages 29 - 38)**

### **7 CHILDREN SERVICES ANNUAL COMPLAINTS REPORT 2016-17 (Pages 39 - 58)**

### **8 EDUCATION SERVICES ANNUAL COMPLAINTS REPORT 2016-17 (Pages 59 - 70)**

### **9 HIGH NEEDS REVIEW AND STRATEGY (Pages 71 - 74)**

### **10 HAVERING SCHOOL RESULTS (Pages 75 - 88)**

### **11 URGENT BUSINESS**

To consider any other item in respect of which the Chairman is of the opinion, by reason of special circumstances which shall be specified in the minutes, that the item should be considered at the meeting as a matter of urgency.

**Andrew Beesley**  
**Head of Democratic Services**

**MINUTES OF A MEETING OF THE  
CHILDREN & LEARNING OVERVIEW & SCRUTINY SUB-COMMITTEE  
Town Hall  
31 August 2017 (6.00 - 9.15 pm)**

**Present:** Councillors Gillian Ford (Chairman), Meg Davis (Vice-Chair), John Glanville, Viddy Persaud, Keith Roberts, Carol Smith, Jody Ganly, Ray Morgon and Philippa Crowder

Co-opted Members:

Church Representatives:  
Lynne Bennett and Jack How  
Non-voting Member:

The Chairman advised those present of action to be taken in the event of an emergency evacuation of the building becoming necessary

Apologies for absence were received from , co-opted member Julie Lamb and

**36 DISCLOSURE OF INTERESTS**

No interest was declared at the meeting.

**37 MINUTES**

The minutes of the meeting held on 6 July 2017 were agreed as correct records and signed by the Chairman.

**38 CORPORATE PERFORMANCE UPDATE - QUARTER ONE**

The Sub-Committee received twelve of the sixteen corporate performance indicators that fell under the remit of the Children & Learning Overview and Scrutiny Sub-Committee.

The Assistant Director of Policy, Performance and Community outlined that three (25%) of the indicators have a status of Green while the other nine (75%) have a status of Red following the withdrawal of tolerance for the ratings.

The update report outlined the following area of highlights:

- The percentage of early years providers judged Good or Outstanding by Ofsted remains above target. Nine inspections occurred in the last quarter of which 6 were of new private, voluntary and independent (PVI) sector providers.
- The number of new in-house foster carers was better than target. There have been 6 new in-house foster carers recruited which bodes well for reaching the full year target of 20 which should increase the total number of in-house foster carers going forward. The innovation programme would be officially launched in quarter two, it was projected that performance should improve further in Q3 and Q4.

The Sub-Committee noted the following areas where improvements were required:

- The percentage of young people leaving care who were in education, employment or training at ages 18 – 21; it was stated that the figure was below target and worse than the previous quarter and the same time last year. Additional staffing have been recruited specifically to help young people and care leavers plan their transitions to adulthood, including their education and employment route. A number of care leavers were due to take up further education and university places in September 2017.
- The percentage of looked after children who ceased to be LAC as a result of permanency (adoption and special guardianship) was recorded as below target. The Families Together Team has expanded its remit to provide support to families and young people where a Special Guardianship Order (SGO) was the permanency plan. Members were informed that a greater expectation has been given to the use of Family Group Conferencing to explore family options as early as possible.
- The percentage of looked after children placed in the authority's foster care' was below target. The indicator was based on the total of in house and family & friend placements. It was stated that by reforming the in-house offer it was expected to bring an increase in performance throughout the year.
- The percentage of children becoming the subject of a child protection plan for a second or subsequent time within 2 years' was above target (where smaller is better) and higher than last quarter. The Sub-Committee noted that the director had commissioned a review of child protection activity and processes within the service, along with

the development of an action plan for improvement, to be completed over the summer.

- The percentage of care proceedings completed in less than 26 weeks' was significantly below target. The Sub-Committee was informed that during June, two children's completed cases which were not completed within the target timescale had impacted on the year to date performance to 33.3% against a target of 80%.

The Sub-Committee noted the performance report.

### 39 **ANNUAL REPORT - HEALTHWATCH HAVERING**

The Sub-Committee received the annual report of Healthwatch Havering from one of the Executive Directors and Company Secretary.

The Sub-Committee was informed that Healthwatch Havering was a statutory organisation established by the Health and social care act 2012.

The Company Secretary highlighted that Healthwatch Havering had continued to work with various partners such as the newly formed Havering Locality Development Planning Group – a partnership between the Council and Clinical Commissioning Group (CCG).

It was also noted that Healthwatch Havering involvement with partners had led to improving facilities and services for people with learning disabilities across the borough.

The Sub-Committee noted that Healthwatch Havering had continued to use its relationship with the range of partners as an opportunity to influence partner's thinking and operational activity.

In response to an enquiry, the Sub-Committee was informed that nearly 50% of GP practises in the borough were requiring improvement following assessment and rating by the **Care Quality Commission** (CQC).

Healthwatch Havering's view was that a poor GP practise equals a poor service to children.

The Sub-Committee were encouraged to review reports on patients' experiences on the Healthwatch Havering website.

In response to the involvement of Healthwatch Havering inspecting GP practises, it was stated that Healthwatch Havering could make criticism in its report but it was the CCG and CQC who could take the appropriate action against the practise.

It was noted there was no mention of children in the report. It was requested that future reports mention children as part of Healthwatch's remit, even if they have not undertaken any focused work during the year.

The Sub-Committee commended Healthwatch Havering and the Company Secretary for the annual report and noted it.

## 40 **POLICE VIEW ON CHILD PROTECTION**

The Sub-Committee received a presentation from Police on Child Protection and how the service is organised to undertake such investigations

The Sub-Committee was informed that the role of the safeguarding officer was to attend the call and take control of the investigation. The purpose of the safeguarding officer attending was to ensure that a high quality investigation was effected straight away whilst ensuring the victim was safeguarded from the outset. It was stated that members of the Child Abuse team must prioritise getting control of and looking after the victim, whilst colleagues at the scene (under safeguarding direction) undertake other investigative duties.

The Sub-Committee was informed that the service operated two Child Abuse teams per shift ensuring they were available to respond to a crime which fitted one of the following criteria:

### **Criteria 1 – Both Vulnerable Victim AND Serious Crime**

#### Vulnerable Victim

Defined as:

- The victim being a subject of Domestic Abuse
- Vulnerable due to significant mental/physical impairment
- Racially/Religiously Motivated or Homophobic or Transphobic

#### Serious Crime

Defined as:

- Serious Injury
- Lethal Barrelled Weapons
- Knife Enabled
- Substantial Loss to Victim
- Blackmail
- Rape or Serious Sexual Assault
- Child Abuse (Intra-Familial, Professional, Carer, Historic)
- Perverting Justice Offences
- Professional Judgement

#### Domestic Abuse

The cross-government definition of domestic violence and abuse was: any incident or pattern of incidents of controlling, coercive,



threatening behaviour, violence or abuse between those aged 16 or over who are, or have been, intimate partners or family members regardless of gender or sexuality. The abuse could encompass, but was not limited to:

- psychological
- physical
- sexual
- financial
- emotional

### **Criteria 2- Complex Incident**

Defined as:

- Sudden and unexpected deaths of children (U18)
- Parental Child Abduction
- Child Sexual Exploitation
- Professional Judgement

The Sub-Committee noted that Police Constables in Safeguarding have been protected from abstraction to Emergency Response & Patrol Teams under the current arrangements. This would allow for the officers to concentrate on their core duties around safeguarding the borough's most vulnerable.

The Acting Detective Chief Inspector informed the Sub-Committee that domestic abuse was a power and control issue, and in the absence of being able to prosecute the offender, a Domestic Violence Prevention Notice (DVPN) was a core tactic in providing safety to the victim. The DVPN provided a power vacuum for Domestic Abuse professionals to operate within, with the victim.

The Sub-Committee noted that three Community Safety Unit Detective Constables (DC's) were seconded into the new, larger MASH (Multi Agency safeguarding Hub) teams. Their role was to support decision making in relation to Domestic Abuse specifically and to engage in strategy discussions as maybe required.

The Detective Chief Inspectors were dedicated to the teams following a recommendation resulting from a recent HMIC (Her Majesty's Inspectorate of Constabularies) case examination.. The Detective Chief Inspectors were due to start in September, 2017 and would operate from within one of the MASH departments in the boroughs. It was also stated that the Detective Chief Inspector would be rotated every three months.

The Sub-Committee was informed that the Police had recently recruited Sexual Offences Investigation Technique (SOIT) Officers and filled some CAIT (Child Abuse Investigation Team) vacancies. It was envisaged that the new recruits would help ease the pressure on existing team members and leave others more accessible to the community.

The Sub-Committee thanked the Police representative for attending and also noted the briefing.

#### 41 **SCHOOL EXPANSION PROGRAMME**

The Sub-Committee received an update report on the School expansion programme from the School Provision & Commissioning Manager.

The report informed the Sub-Committee on the progress of the school expansion programme since the last report in April 2017.

The report indicated that the Local Authority had a statutory duty to plan and secure sufficient school places for the area to meet the needs of its children and families.

The Sub-Committee noted that since 2011, the Council had created an additional 3,500 primary school places through the expansion of 21 primary schools in the borough and the number of primary age pupils was expected to continue rising significantly from 2015/16 to 2020/21, with more than 4,000 extra pupils, and this would continue to rise further.

The report outlined that as Primary children move into the secondary sector, the number of secondary age pupils was expected to rise significantly from 2015/16 to 2022/23. It would cause the current surplus of places in the sector to be eroded and surpassed.

The Sub-Committee noted that the Office of National Statistics (ONS) live birth data for 2013 detailed that most London boroughs experienced a drop in their birth rate from 2013 to 2014, however, Havering had a 5% increase. While many London boroughs have already experienced the increase in birth rate which was now starting to plateau, in Havering we are still at the early stages of our increase in the birth rate.

The report detailed that there were planned major housing developments and regeneration schemes in Havering, and in addition some areas have seen rapid housing growth and other demographic changes that have led to more families with school age children moving into these areas, which in turn created an additional demand for school places.

The Sub-Committee noted the following next steps:

- That the statutory process required for any school expansion including pre-consultation activity, publication of statutory notices and implementation of decisions. At the same time as the statutory process being conducted, any required planning permissions must be sought before the Local Authority could publish the statutory notices.

- A further Cabinet report would be prepared for autumn 2017 which would provide an update to the current pupil projections and identify plans to meet the planned demand for school places up until 2020/21.

The Sub-Committee was informed that phase four programme was currently being implemented and planning for phase five was under way.

The Chairman requested that School Provision & Commissioning Manager formally invite the School's Commissioner to the next meeting of the sub-committee.

The Sub-Committee noted the update report.

## **42 FUTURE EDUCATION SERVICES**

The Sub-Committee received an update report that outlined the plans to review services provided by the Local Authority to schools over the next academic year.

The report detailed that the relationship between Education Services and schools continues to evolve.

It was stated that against a backdrop of academisation and proposed changes to schools funding it was important for schools to receive timely, coherent and quality services from the borough to enable schools to deliver quality teaching, learning and support to children locally.

The Sub-Committee noted that traded services were experiencing challenging economic conditions and this was anticipated to continue. The Local Authority's statutory duties to schools reduced further as more schools become academies.

The Sub-Committee was informed that it was imperative to find financial savings across Children's Services and as such it was timely for the service to undertake a wholesale review of both statutory and traded services available to schools and reshape our relationship locally.

The Sub-Committee was informed that in order to develop new structures and models of service delivery, it was necessary to look at three broad groups of services during the period of the review:

Group 1: Services with exclusively statutory roles

In broad terms, the following education functions remain with the local authority on a statutory basis:

- The provision of sufficient high quality early years and school places, and provision for vulnerable children and adults (up to the age of 25);
- Appropriate assessment and support for the borough's most vulnerable children and young people; and
- Appropriate and prompt intervention to prevent school failure in respect of maintained schools.

**Group 2: Services that have no statutory functions**

These are (broadly) services where the local authority does not have a statutory duty to provide a function, for example the provision of school governor training to academies, or the provision of school improvement quality assurance services to academies.

**Group 3: Services that have both statutory and non-statutory functions.**

In broad terms, these are services and functions where the local authority has a duty and schools and / or the local authority fund services at or beyond a statutory minimum. For example, behavioural support to schools potentially falls into this category.

The following objectives of a review of education services were outlined:

The approach to reviewing education services is proposed to be conducted using the following objectives:

- The reconfiguration and streamlining of statutory and essential in-house services will reflect a new role for the local authority at reduced cost and with increased efficiency. To achieve this objective we will look for greater synergy between some elements of children's social care and education services, to be focused on the more vulnerable young people and families in the borough;
- Ensure that schools in Havering continue to thrive by retaining/securing high-quality non-statutory services. This objective will be achieved at significantly reduced (or zero) cost to the authority by creating financially sustainable commercial services which could remain within the council, or be part of partnership arrangements with other local authorities or 'spin out' into external organisations to trade with schools.
- Increasing the capacity and capability of schools, teaching schools and multi-academy trusts to provide support to one another via a sustainable self-improving education system.

The review of all services provided to schools will identify:

- what is potentially no longer statutory provision that can be stopped or traded;
- which currently traded services are not recovering costs and assess their future viability to become commercially viable;

- efficiencies in processes and procedures;
- the most appropriate future delivery model for services in the context of the education community's shared vision for education across the borough; and
- a plan to implement the agreed delivery model by September 2018, which is sustainable, of quality and financially sound.

The Sub-Committee noted the importance to continuing to provide services to schools whilst managing a sustainable financial position, the Chief Executive and Director of Children's services would oversee a phased programme of reviews of services, commencing in September 2017.

The review would be carried out internally by managers and staff in the Education and Learning Department. The intention was to phase the programme in order to enable engagement with staff groups and schools throughout the review and also ensure minimal disruption to services provided to schools during this period.

The Sub-Committee noted the update report.

#### **43 URGENT BUSINESS**

The Chairman reminded the Sub-Committee that a meeting to discuss the issue of Foster Carers would be arranged in the near future, once formalised with officers an invitation would be sent to all Members of the sub-committee.

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**Chairman**

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## CHILDREN AND LEARNING OVERVIEW AND SCRUTINY SUB-COMMITTEE 28 NOVEMBER 2017

<b>Subject Heading:</b>	Quarter 2 performance information
<b>SLT Lead:</b>	Sarah Homer, Interim Chief Operating Officer
<b>Report Author and contact details:</b>	Amy Pickford (Performance and Business Intelligence Analyst) (x1244) amy.pickford@havering.gov.uk
<b>Policy context:</b>	The report sets out Quarter 2 performance relevant to the Children and Learning Sub Committee
<b>Financial summary:</b>	<p>There are no direct financial implications arising from this report. However adverse performance against some indicators may have financial implications for the Council.</p> <p>All service directorates are required to achieve their performance targets within approved budgets. The Senior Leadership Team (SLT) is actively monitoring and managing resources to remain within budgets, although several service areas (including Children's Services) continue to experience financial pressure from demand led services.</p>

### The subject matter of this report deals with the following Council Objectives

Communities making Havering	<input checked="" type="checkbox"/>
Places making Havering	<input type="checkbox"/>
Opportunities making Havering	<input checked="" type="checkbox"/>
Connections making Havering	<input type="checkbox"/>

## SUMMARY

This report supplements the presentation attached as **Appendix 1**, which sets out the Council's performance within the remit of the Children and Learning Overview and Scrutiny Sub-Committee for Quarter 2 (July 2017- September 2017).

## RECOMMENDATIONS

That the Children and Learning Overview and Scrutiny Sub-Committee notes the contents of the report and presentation and makes any recommendations as appropriate.

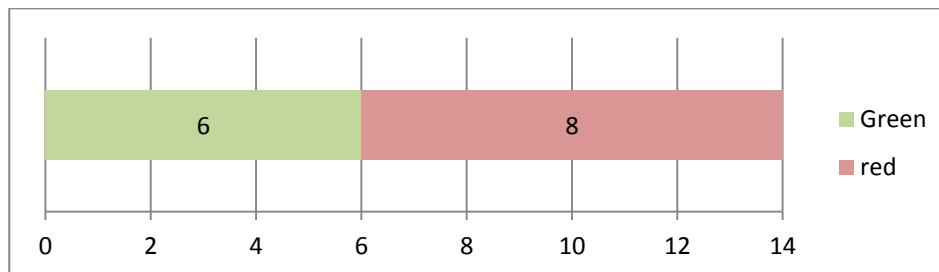
## REPORT DETAIL

1. The report and attached presentation provide an overview of the Council's performance against the corporate performance indicators relevant to the Children and Learning Overview and Scrutiny Sub Committee. The presentation highlights areas of strong performance and potential areas for improvement.
2. The report and presentation identify where the Council is performing well (**Green**) and not so well (**Red**). The ratings for the 2017/18 reports are as follows:
  - **Red** = off the quarterly target
  - **Green** = on or better than the quarterly target
3. Where performance is off the quarterly target and the rating is '**Red**', 'Improvements required' are included in the presentation. This highlights what action the Council will take to address poor performance.
4. Also included in the presentation are Direction of Travel (DoT) columns, which compare:
  - Short-term performance – with the previous quarter (Quarter 1 2017/18)
  - Long-term performance – with the same time the previous year (Quarter 2 2016/17)
5. A green arrow (↑) means performance is better and a red arrow (↓) means performance is worse. An amber arrow (→) means that performance has remained the same.



6. In total, 17 Performance Indicators have been included in the Quarter 2 2017/18 report and presentation. Performance data is available for 14 of the 17 indicators.

### Quarter 2 ratings Summary



In summary, of the 14 indicators:

**6 (43%)** have a status of **Green**

**8 (57%)** have a status of **Red**

7. Performance against three of the 14 indicators (the total number of in-house foster carers, the percentage of looked after children placed in in-house foster care, and the percentage of young people leaving care who are in education, employment or training at ages 18-21) will be reported to the Overview and Scrutiny Board. Performance against all of these indicators has been rated **Red** for Quarter 2.

## IMPLICATIONS AND RISKS

### Financial implications and risks:

There are no financial implications arising directly from this report. However adverse performance against some Performance Indicators may have financial implications for the Council.

All service directorates are required to achieve their performance targets within approved budgets. The Senior Leadership Team (SLT) is actively monitoring and managing resources to remain within budgets, although several service areas continue to experience significant financial pressures in relation to a number of demand led services such as children's social care. SLT officers are focused upon controlling expenditure within approved directorate budgets and within the total General Fund budget through delivery of existing savings plans and mitigation plans to address new pressures that are arising within the year.

Further information on the financial performance of the Council has been reported as part of the Medium term Financial Strategy (MTFS) report to the Cabinet in October.

**Legal implications and risks:**

Whilst reporting on performance is not a statutory requirement, it is considered best practice to review the Council's progress regularly.

**Human Resources implications and risks:**

There are no HR implications or risks arising directly from this report.

**Equalities implications and risks:**

Equality and social cohesion implications could potentially arise if performance against the following indicators currently rated as Red does not improve:

- Number of early years education offers extended to disadvantaged two year olds
- Percentage of young people leaving care who are in education, employment or training at ages 18 – 21
- Percentage of children who wait less than 14 months between entering care and moving in with their adopting family
- Total number of in-house foster carers
- Percentage of looked after children placed in in-house foster care
- Percentage of care proceedings completed in under 26 weeks

The attached presentation provides further detail on steps that will be taken to improve performance and mitigate these potential inequalities.

<b>BACKGROUND PAPERS</b>
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Appendix 1: Quarter 2 Children and Learning Performance Presentation 2017/18



# Havering

LONDON BOROUGH



## **Quarter 2 Performance Report 2017/18**

### **Children and Learning O&S Sub-Committee**

**28 November 2017**

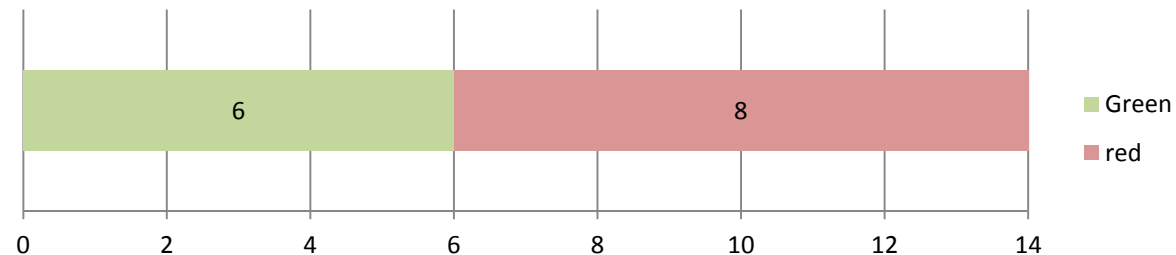
## About the Children and Learning O&S Sub-Committee Performance Report

- Overview of the key performance indicators as selected by the Children and Learning Overview and Scrutiny Sub-Committee
- The report identifies where the Council is performing well (**Green**) and not so well (**Red**).
- Where the RAG rating is '**Red**', '**Corrective Action**' is included. This highlights what action the Council will take to address poor performance.

## OVERVIEW OF CHILDREN AND LEARNING INDICATORS

- 17 performance indicators are reported to the Children and Learning Overview & Scrutiny Sub-Committee.
- Performance data is available for 14 of the 17 indicators.

### Quarter 2 Summary



In summary of the 14 indicators:

**6 (43%)** have a status of **Green**

**8 (57%)** have a status of **Red**

## OVERVIEW OF CHILDREN AND LEARNING INDICATORS *(continued)*

- 3 performance indicators are reported to the Overview & Scrutiny Board:

Total number of in-house foster carers

Percentage of looked after children placed in in-house foster care

Percentage of young people leaving care who are in education, employment or training at ages 18-21

- Performance against all 3 of these indicators has been rated **Red** for Quarter 2

## Quarter 2 Performance

Indicator and Description	Value	2017/18 Annual Target	2017/18 Q2 Target	2017/18 Q2 Performance		Short Term DOT against 2017/18 (Q1)		Long Term DOT against Q2 2016/17
No. of early years education offers extended to disadvantaged 2 year olds	Bigger is better	841	841	611 (Autumn Term) RED	↑	588	↓	787
% of young people leaving care who are in education, employment or training at ages 18 -21	Bigger is better	75%	75%	60.3% RED	↓	60.9%	↓	63.8%
% of children who wait less than 14 months between entering care and moving in with their adopting family	Bigger is better	75%	75%	60% RED	↓	66.7%	↑	50%
Total no. of in-house foster carers	Bigger is better	90	90	77 RED	↓	78	↓	81
% of looked after children who ceased to be LAC as a result of permanency (adoption and special guardianship)	Bigger is better	16%	16%	21.3% GREEN	↑	14.8%	↓	20.3%



## Quarter 2 Performance

Indicator and Description	Value	2017/18 Annual Target	2017/18 Q2 Target	2017/18 Q2 Performance	Short Term DOT against 2017/18 (Q1)		Long Term DOT against Q2 2016/17	
% of looked after children who leave care at 18 and remain living with their foster carers ("Staying Put")	Bigger is better	70%	70%	50% RED	↑	0%	↑	0%
% of looked after children placed in LBH foster care	Bigger is better	40%	40%	39.7% RED	↑	39.6%	↑	39.2%
% of looked after children placements lasting at least 2 years	Bigger is better	70%	70%	59% RED	↑	56.1%	↑	55.9%
% of children becoming the subject of a Child Protection Plan for a second or subsequent time within 2 years	Smaller is better	10%	10%	8.9% GREEN	↑	15.9%	↑	14.3%
% of Early Years providers judged Good or Outstanding by Ofsted	Bigger is better	80%	80%	97% GREEN	↑	93%	↑	83%

## Quarter 2 Performance

Indicator and Description	Value	2017/18 Annual Target	2017/18 Q2 Target	2017/18 Q2 Performance	Short Term DOT against 2017/18 (Q1)		Long Term DOT against Q2 2016/17	
% of children in Good or Outstanding schools	Bigger is better	83%	83%	84% GREEN	↑	80%	↑	69%
No. of apprentices (aged 16-18) recruited in the borough	Bigger is better	770	N/A	N/A	-	N/A	-	450
No. of new in-house foster carers	Bigger is better	20	5	11 GREEN	↑	6	↑	1
% of 16-18 year olds who are known not to be in education, employment or training	Smaller is better	4.3% Biannually (Q2 and Q4)	4.3% Biannually (Q2 and Q4)	3.6% GREEN	-	N/A	-	N/A
No. of apprentices (aged 19+) recruited in the borough	Bigger is better	1330	758	N/A	-	N/A	-	NEW

## Quarter 2 Performance

Indicator and Description	Value	2017/18 Annual Target	2017/18 Q2 Target	2017/18 Q2 Performance	Short Term DOT against 2017/18 (Q1)		Long Term DOT against Q2 2016/17	
% of care proceedings completed in under 26 weeks	Bigger is better	80%	80%	13.6% RED	↓	33.3%	↓	66.1%
% of families who showed continued overall progress after their initial assessment (engagement PI)	Bigger is better	50%	N/A	N/A	-	NEW	-	NEW

## Highlights

- % of schools judged to be Good or Outstanding has increased since the last quarter and remains above target. Due to the school holidays there have been only two inspections since last quarter. Both schools were judged Good.
- Recruitment of new in-house foster carers is ahead of schedule. 5 new in-house foster carers were recruited in Quarter 2, putting us at 11 so far this year and on track to meet the annual target of 20.
- The proportion of LAC who cease to be looked after as a result of permanency continues to improve and is currently above target.
- % of 16-18 year olds who are known not to be in education, employment or training (NEET) is below the annual target of 4.3% (where lower is better). It is also below the national (6%) and London (5.3%) averages. Havering has continued to deliver the Havering Raising the Participation Age (RPA) transitions event to support post-16 learners into positive destinations. This year the event was attended by over 200 learners and 600 parents / carers.
- During September, there were no new CP Plans relating to children who had previously been on a plan within the last 2 years, which brought performance back down within target.

## Improvements Required

- % care leavers in education, employment or training is on a downward trajectory, but is expected to improve as destinations become better known. 6 Pathway Coordinators have also been recruited to work with young people and care leavers to help them plan their transitions into adulthood, including their education / employment route. The service is also supporting LAC and care leavers to remain in education, employment or training through the innovation programme and in partnership with LB Hackney.
- Of the 10 children who have been adopted or are currently placed with their prospective adoptive families awaiting orders, 6 waited less than 14 months between starting to be looked after and moving in with their adoptive families. This is an improvement on 2016/17's outturn of 50%, but outside of target. Scrutiny has been applied to the permanency process and oversight is provided by the Edge of Care and LAC Panel on a 6 weekly basis. The service has also developed greater visibility and expectation around IRO challenge regarding permanency planning.
- Despite the recruitment of new in-house foster carers being ahead of schedule, the total number of in-house foster carers is lower than target. The innovation programme will re-design the fostering offer, particularly for specialist carers willing to foster 11-17 year olds with complex needs. The innovation programme officially launched in Q2 and the current plan is to have 4 specialist foster carers in place by the end of the FY so performance is expected to improve in Q3 and Q4.

## Improvements Required (*continued*)

- The % of looked after children “Staying Put” is based on the number of young people who cease to be looked after on their 18th birthday who have a foster care placement and remain living with that carer. Up to the end of September, we had two 18 year olds cease to be LAC who were eligible for Staying Put, however only one remained in placement. Work is underway to implement pathway plans for all relevant young people eligible for leaving care services. This will help to identify at an earlier stage young people who may be eligible for staying put and ensure that conversations happen at the earliest opportunity.
- Proportion of LAC placements lasting at least 2 years is below target but we may wish to reconsider our assessment of what “good” looks like against this indicator.
- Substantial energy and commitment is going into achieving a reduction in timescales of care proceedings. There has been notable shift towards shared responsibility to reduce unnecessary delay by Children’s Services as well as the Courts. In Quarter 1, Havering’s average timescale for concluding proceedings was 40.9 weeks. In Quarter 2, this reduced to 34 weeks. However it should be noted that a number of long running cases which concluded in October 2017 will negatively affect our performance in the coming months.

# Any questions?



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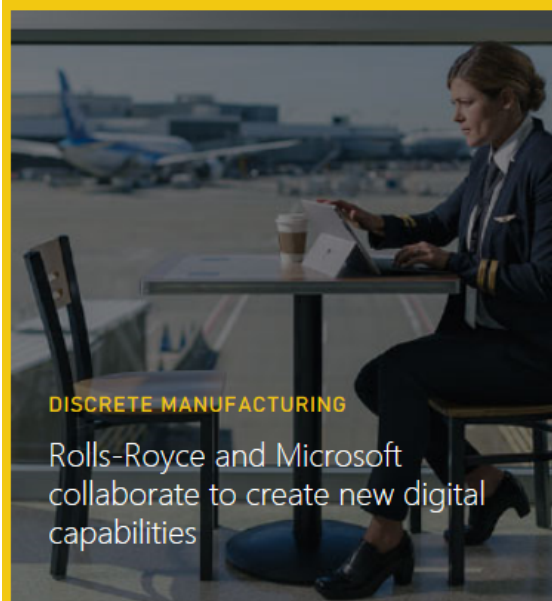
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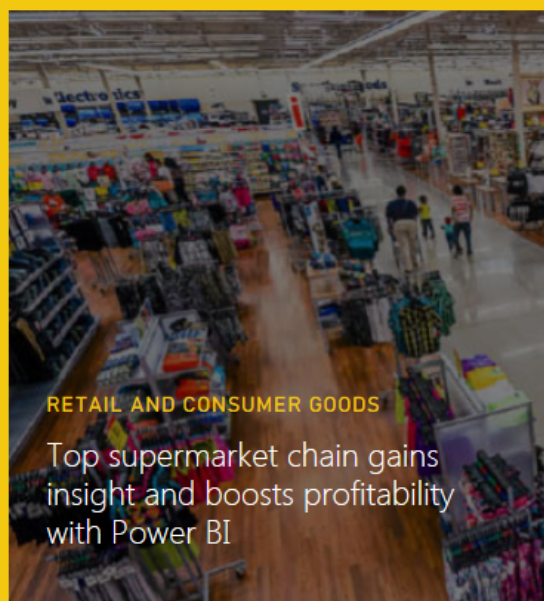


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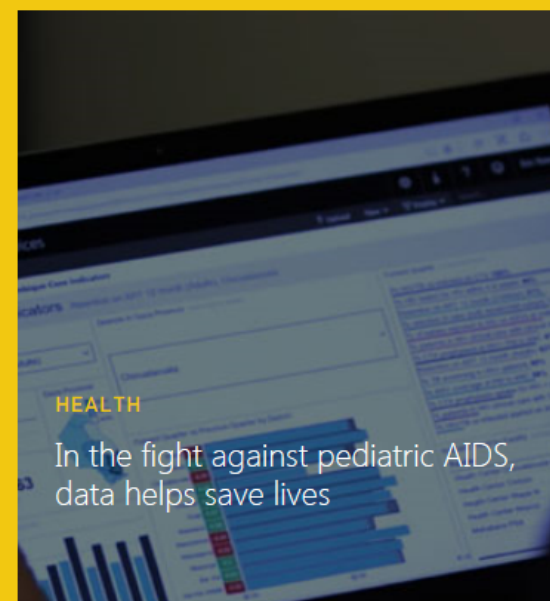
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### RETAIL AND CONSUMER GOODS

Top supermarket chain gains insight and boosts profitability with Power BI



### HEALTH

In the fight against pediatric AIDS, data helps save lives



## Children's Services dashboards

### Used for:

- Key Performance Indicators
- Ofsted Review
- SEND Ofsted Review

The following slides show a sample report from the Ofsted Review dashboard and the SEND dashboard, to show how the interactive functions can be used.

## Children's Dashboard

Number of Care Leavers (age 18-24)



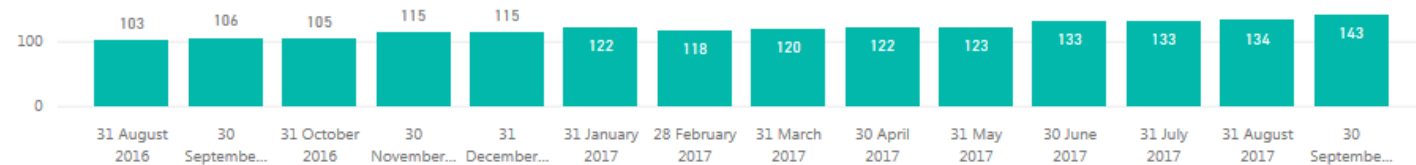
Number of Care Leavers

143

Total Number of Care Leavers YTD

155

Number of Care Leavers



## Number of Care Leavers

This slide shows the number of care leavers.

The next slide shows how this report can be filtered and drilled down.

## Children's Dashboard

Number of Care Leavers (age 18-24)

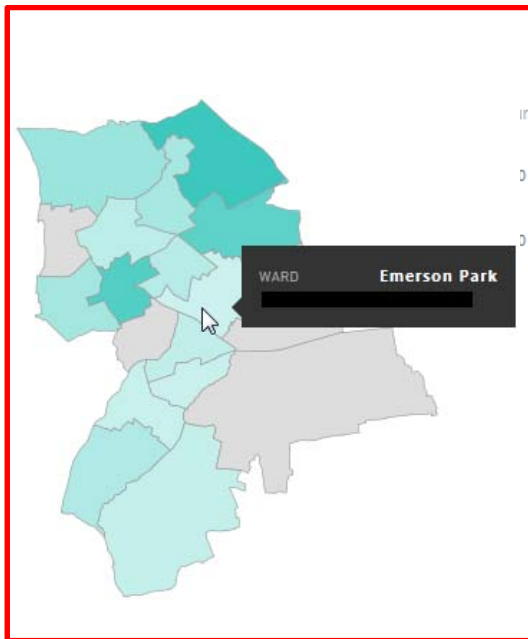


Number of Care Leavers

143

Total Number of Care Leavers YTD

155



Number of Care Leavers



The heat map can be used to show ward level data

## Ofsted Review – Children's Social Care

### Children's Dashboard

Number of Care Leavers (age 18-24)



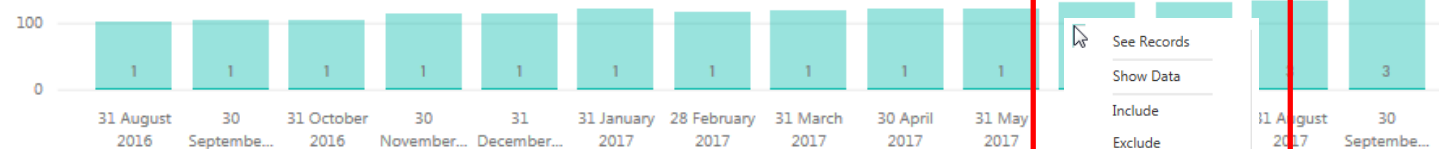
Number of Care Leavers

3

Total Number of Care Leavers YTD

3

Number of Care Leavers



This is the same report, filtered for Emerson Park ward.

Note how the data over time and the top level figures have changed.

The report can also be drilled down to show the records behind the charts.

## Ofsted Review – Children’s Social Care

< Back to Report

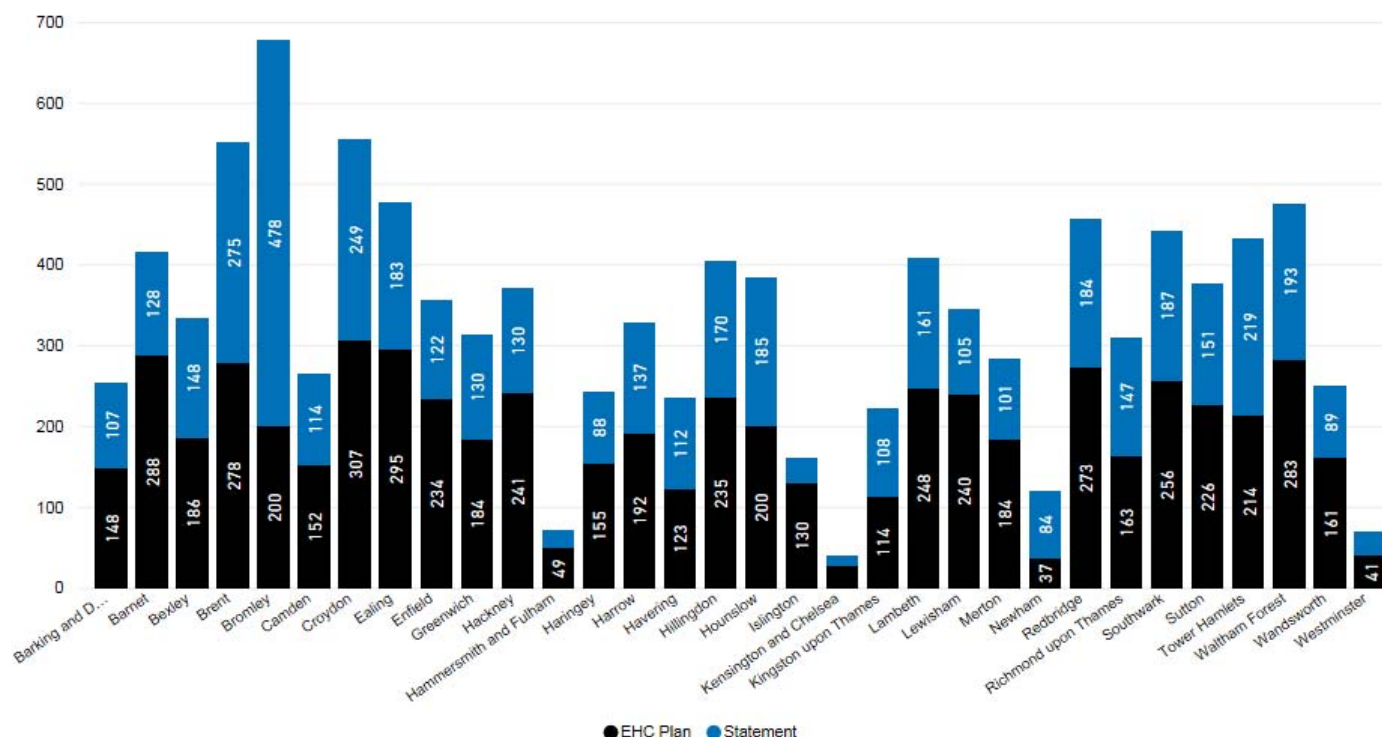
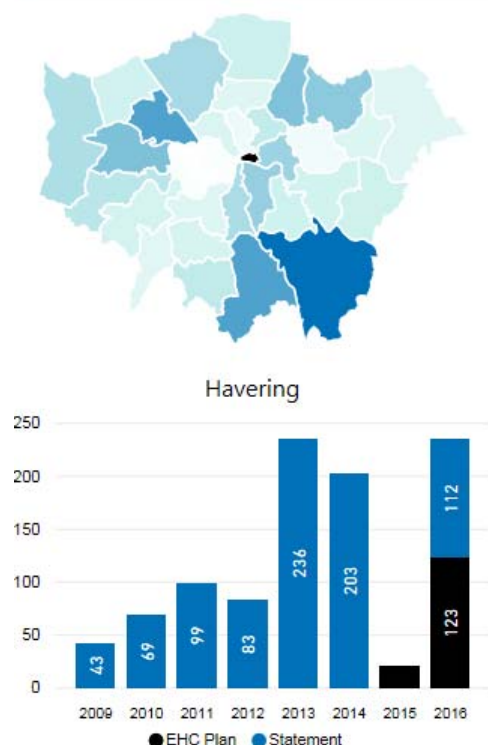
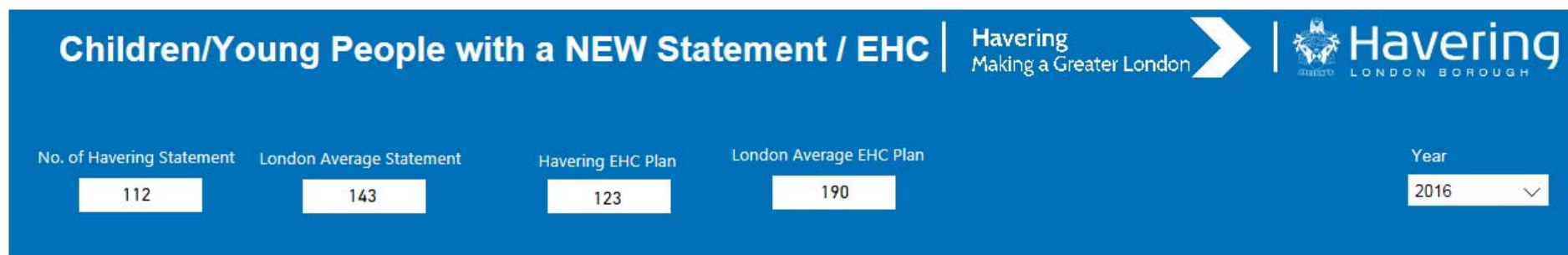
### NUMBER OF CHILDREN ON A LAC PLAN

MonthEnd	CCMID	DateOfBirth	Gender	LegalStatus	PlacementType	InOutOfBorough	UnderOver20Miles	Ethnicity	UASC	BoroughWherePlaced	LACStartDate	DateOfCurrentPlacement	CurrentSocialWorker	CurrentTeam	ward
31 March 2017	259363		M	S:20,CA.89	Type: Semi-independent	IN BOR	N/A		YES	Havering	24 March 2017	24 March 2017		Assessments Pod 2	
31 March 2017	259103		F	S:20,CA.89	Type: Semi-independent	OOB	N/A		YES	Redbridge	22 March 2017	22 March 2017		Assessments Pod 1	OOB
31 March 2017	257817		M	S:20,CA.89	Type: In-house F.C	OOB	Under 20 miles			Thurrock	09 February 2017	10 February 2017		Dtm Pod 4	OOB
31 March 2017	257807		F	S:20,CA.89	Type: In-house F.C	IN BOR	N/A		YES	Havering	08 February 2017	09 February 2017		Consultant Pod 9	Havering Park
31 March 2017	257598		F	S:20,CA.89	Type: Semi-independent	IN BOR	N/A		YES	Havering	08 February 2017	08 February 2017		Dtm Pod 1	
31 March 2017	257169		M	S:20,CA.89	Type: Semi-independent	IN BOR	N/A		YES	Havering	26 January 2017	26 January 2017		Dtm Pod 8	Romford Town
31 March 2017	256305		M	S:20,CA.89	Type: Semi-independent	OOB	N/A		YES	Redbridge	30 December 2016	30 December 2016		Dtm Pod 7	OOB
31 March 2017	255306		M	S:20,CA.89	Type: Semi-independent	IN BOR	N/A		YES	Havering	02 December 2016	02 December 2016		Dtm Pod 3	Gooshays
31 March 2017	254469		F	S:20,CA.89	Type: Family and Friends	OOB	Under 20 miles			Hackney	27 March 2017	31 March 2017		Dtm Pod 8	
31 March 2017	254378		F	S:38,CA.89	Type: In-house F.C	IN BOR	Under 20 miles			Havering	02 February 2017	02 February 2017		Dtm Pod 7	Gooshays
31 March 2017	254193		M	S:20,CA.89	Type: Semi-independent	OOB	N/A		YES	Redbridge	01 November 2016	01 November 2016		Dtm Pod 6	OOB
31 March 2017	254069		M	S:20,CA.89	Type: In-house F.C	IN BOR	N/A		YES	Havering	23 October 2016	23 October 2016		Dtm Pod 4	Pettits
31 March 2017	253511		M	S:20,CA.89	Type: Semi-independent	IN BOR	N/A		YES	Havering	11 October 2016	11 October 2016		Dtm Pod 8	Gooshays
31 March 2017	252913		M	S:20,CA.89	Type: Semi-independent	IN BOR	N/A		YES	Havering	20 September 2016	20 September 2016		Dtm Pod 4	Gooshays
31 March 2017	252527		F	S:38,CA.89	Type: In-house F.C	IN BOR	Under 20 miles			Havering	02 February 2017	02 February 2017		Dtm Pod 5	Mawneys
31 March 2017	251949		M	S:20,CA.89	Type: Semi-independent	IN BOR	N/A		YES	Havering	18 August 2016	18 August 2016		Dtm Pod 2	Gooshays
31 March 2017	251716		M	S:20,CA.89	Type: P.W.A	N/A	N/A			N/A	10 August 2016	06 March 2017		Dtm Pod 8	
31 March 2017	251159		F	S:20,CA.89	Type: Agency F.C	IN BOR	Under 20 miles			Havering	21 November 2016	21 November 2016		Dtm Pod 8	Elm Park
31 March 2017	250986		M	S:20,CA.89	Type: Semi-independent	IN BOR	N/A		YES	Havering	18 July 2016	18 July 2016		Dtm Pod 1	Harold Wood
31 March 2017	249878		M	S:38,CA.89	Type: In-house F.C	IN BOR	Under 20 miles			Havering	24 November 2016	24 November 2016		Dtm Pod 7	St Andrew's
31 March 2017	249533		M	S:20,CA.89	Type: Semi-independent	OOB	N/A		YES	Redbridge	07 June 2016	07 June 2016		Dtm Pod 4	OOB
31 March 2017	249511		F	S:38,CA.89	Type: Agency F.C	OOB	Over 20 miles			Kent CC	30 November 2016	30 November 2016		Dtm Pod 1	Romford Town
31 March 2017	249094		M	S:20,CA.89	Type: In-house F.C	OOB	N/A		YES	Redbridge	18 May 2016	27 January 2017		Dtm Pod 2	OOB
31 March 2017	248469		F	S:38,CA.89	Type: Agency F.C	OOB	Over 20 miles			Kent CC	28 October 2016	28 October 2016		Dtm Pod 5	OOB
31 March 2017	247535		F	S:31,CA.89	Type: In-house F.C	IN BOR	N/A		YES	Havering	01 April 2016	04 April 2016		Dtm Pod 5	Harold Wood
31 March 2017	246702		M	S:38,CA.89	Type: In-house F.C	IN BOR	Under 20 miles			Havering	25 January 2017	25 January 2017		Dtm Pod 6	Gooshays
31 March 2017	246697		F	S:38,CA.89	Type: In-house F.C	IN BOR	Under 20 miles			Havering	25 January 2017	25 January 2017		Dtm Pod 6	Gooshays
31 March 2017	245984		F	S:38,CA.89	Type: In-house F.C	OOB	Under 20 miles			Thurrock	17 March 2016	17 March 2016		Dtm Pod 5	OOB

Some of this data has been redacted for Data Protection purposes.

This drill down function can be activated depending on the audience.  
For a manager, it can be used to support caseload management.

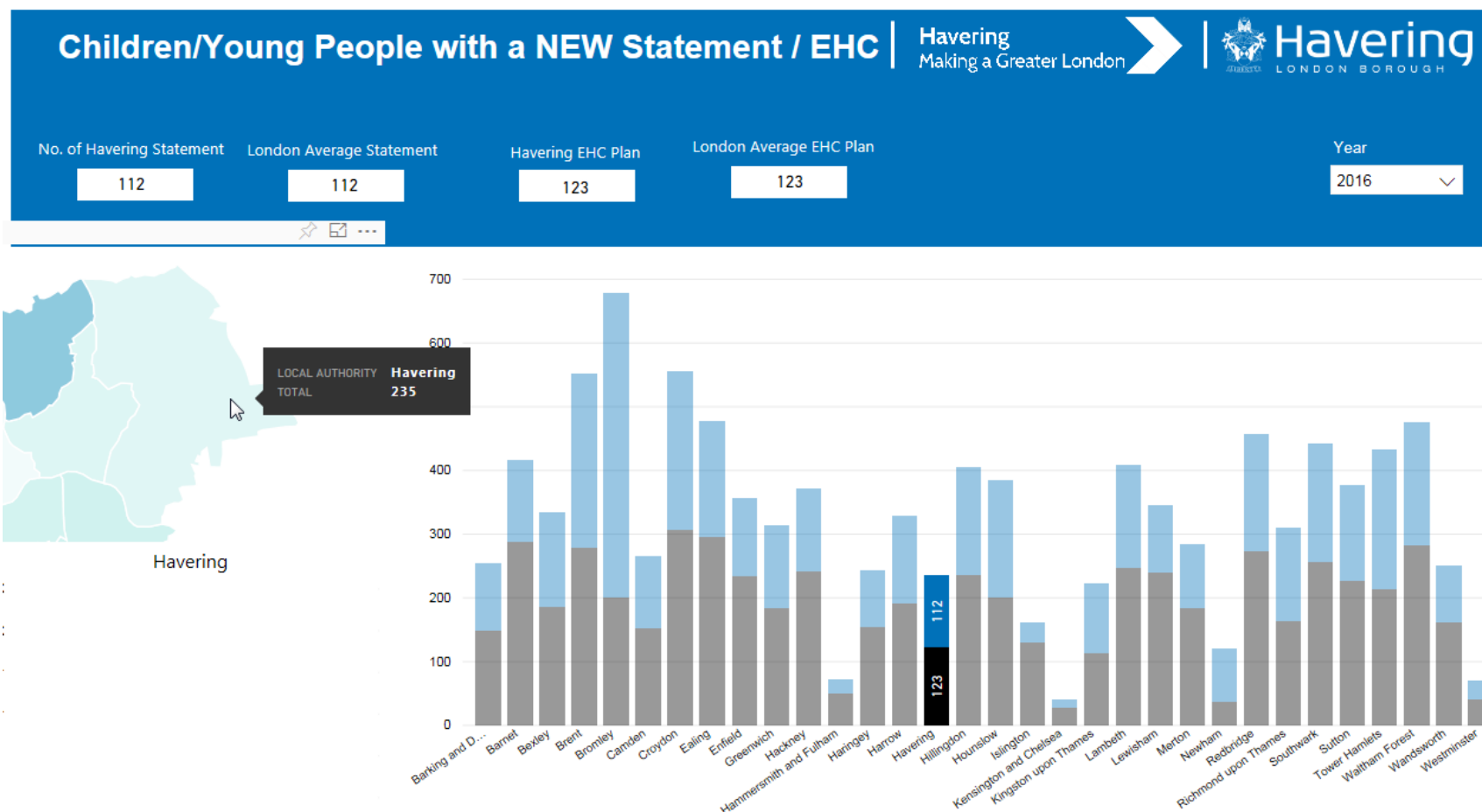




Source: DfE, SFR22/2017 Statements of SEN and EHC plans: England, 2017

The SEND dashboard has been created to illustrate benchmarking data from the SEND2 report (DfE). Each indicator has been published as a separate report.





In this example, the heat map has been used to filter the report for Havering only.

## Next Steps

- Continually refine and improve existing reports
- Performance Indicators to be viewed as dashboard reports
- Develop a Leaving Care dashboard
- Encourage wider use

Questions?

## CHILDREN & LEARNING OVERVIEW & SCRUTINY SUB-COMMITTEE

### 28 NOVEMBER 2017

<b>Subject Heading:</b>	Children's Services Annual Complaints Report 2016-17
<b>SLT Lead:</b>	Tim Aldridge
<b>Report Author and contact details:</b>	Veronica Webb, 01708 432589 <a href="mailto:Veronica.webb@havering.gov.uk">Veronica.webb@havering.gov.uk</a>
<b>Policy context:</b>	An annual report is required as part of the remit of the Children Act 1989 Representations Procedure (England) Regulations 2006'
<b>Financial summary:</b>	There are no financial implications as this report is for information purposes and is required as part of the statutory complaints regulations

### The subject matter of this report deals with the following Council Objectives

Communities making Havering	[X]
Places making Havering	[]
Opportunities making Havering	[]
Connections making Havering	[]

### SUMMARY

The Children's Services Complaints Annual report for 2016/17, attached as Appendix 1 provides information about the numbers and types of complaints handled by the Children's Service during 2016/17, as well as Members' correspondence. It is a requirement under the Children Act 1989 Representations Procedure (England) Regulations 2006 that the complaints annual report be published.

## **RECOMMENDATIONS**

1. That Members note the contents of the attached report and the continued efforts made by the service to learn from complaints and enable young people to engage with the complaints process.
2. That Members note the recommendations identified from complaints and continued monitoring of these to ensure that actions are implemented to evidence service improvements.
3. That Members note the positive feedback to services received through compliments, highlighting good practice.

## **REPORT DETAIL**

4. Children's Services have made changes in its structure to strengthen its overall functioning and performance over the course of the last 18 months. In addition, the focus of the Service. The focus of social care activity is implementing a systemic family therapy approach which includes professionals spending more "face to face" time with children and families and working in partnership 'with' and not doing 'to' service users. The introduction of this approach, is intended to deliver increasing opportunities for intensive direct work with children, young people and families who access a wide range of services including Early Help (including Edge of Care), Child in Need, Looked After Children or Child Protection.
5. Although Ombudsman enquiries have increased from five in 2015/16 to six in 2016/17, there was one decision for maladministration injustice relating to SEN support, falling within the Children & Adults Disabilities Team coming under the responsibility of the Director of Children's Services.
6. Complaints increased from 74 in 2015/16 to 92 in 2016/17, with 15 of these complaints coming directly from young people, using the MOMO app. One Stage 1 complaint progressed to Stage 2 with no complaints progressing to Stage 3. Enquiries that fall outside the statutory process, has more than doubled in 2016/17.
7. Changes within the structure of Children's Services are designed to support and actively promote the systemic approach and direction of the service. The former configuration of an under 12's team, which now falls under the Intervention & Support Service, saw complaints more than double from 25 in 2015/16 to 52 in 2016/17. The structural change could have been a

contributory factor to the increase, although referrals leading to assessments had increased by 13% from 1,937 to 2,194 and also those looked after increased on average by 5%.

8. However, the main reasons for complaint were in relation to level of service, lack of communication and behaviour of staff, although it should be noted that level of service and behaviour of staff have more than halved from 28 to 13 and from 25 to 11 respectively. As in previous years, complaints relating to behaviour resulted from interventions by social workers following concerns raised about a child(ren).
9. Explanation and information provided were the main outcomes arising from complaints. Children's Services has taken steps to provide information leaflets explaining the process for children and young people on child protection or being looked after. Continued efforts around clear information for parents/carers to give them a clear understanding of the duties and responsibilities of social workers when they intervene are still needed. However face to face complaint meetings have played a part in providing parents/carers with better understanding of why certain actions are taken.
10. In addition, it is clear that a significant improvement in the recruitment and retention of permanent social work staff over the past 12 months (from 40% to 70% permanent workforce) has minimised changes in allocated social workers, which is often a significant contributory factor to dissatisfaction levels
11. The use of the Mind Of My Own (MOMO) participation app by young people is increasing and it is encouraging that young people are using the app to raise their concerns, although email or telephone were alternative methods also used to make their complaints. The main theme was lack of support/advice for those leaving care and in particular the early part of 2016/17 related to the transfer of savings on turning 18. Children's Services acted quickly by identifying those that were soon to be 18 and taking responsibility for ensuring savings were paid.
12. Response times had not improved as anticipated, with the increase in numbers and complexity. The Complaints & Information Team is working with Children's Services to review processes to improve response times.
13. Expenditure incurred for 2016/17 was £9,432 resulting from the Stage 2 investigation, due to the complexity and length of the investigation undertaken.
14. The preferred method of contact during 2016/17 was by email (33), although this was slightly down from 2015/16 (35), with those using the telephone more than doubling from 11 in 2015/16 to 28 in 2016/17. Online complaints more than doubled in 2016/17 which includes those complaints received via the MOMO app.

15. There was an increase across complaints received for children 0-5 years and 18-24 years. Children on a Child in Need Plan under the age of one almost doubled with an average of 12 in 2015/16 to an average of 22 in 2016/17, which may have contributed to the increase in this age group. Complaints regarding savings may have contributed to the increase in those aged 18-24. Information regarding disability shows a high number unknown and CYPS will need to explore the reasons for this. There were increases shown across White British, Mixed White & Asian and Mixed White & Black.
16. Member enquires almost trebled in 2016/17 with 75% being responded to within timescale.
17. Compliments have decreased from 35 in 2015/16 to 16 in 2016/17. The Complaints & Information Team will need to remind and encourage staff to send this to the team for recording.
18. There is a continued trend of increased complaints, member enquires and general enquires for Children's Services which has impacted on response times. Children's Services continue to use complaints as an important feedback resource and enabling young people to play a more active part in developing the service.

## IMPLICATIONS AND RISKS

### **Financial implications and risks:**

There is a Complaints & Information Team within the Directorate. This team addresses complaints received and manages associated resource implications, which are funded from within overall service budgets.

There are no new financial implications or risks arising from this report, which is for information purposes. It should be noted however that any material increase in investigations following on from complaints could result in additional costs to the authority, which is being managed as part of the overall financial management responsibilities of the service.

### **Legal implications and risks:**

There are no apparent legal implications from noting this Report. The complaints process is governed by the Children Act 1989 Representations Procedure (England) Regulations 2006.

### **Human Resources implications and risks:**

The Children's Services department have identified actions to be followed through with the qualified workforce to ensure that the learning from the complaints received is firmly embedded into the training and supervision of social work staff and also addressed through the Council's Performance Development Review (PDR) process

### **Equalities implications and risks:**

The report demonstrates that there is a transparent and structured (both informal and formal) route for concerns or complaints, including those relating specifically to bullying, harassment, unfair treatment and/or discrimination against young people, guardians, parents or carers, to be registered for review and action where required.

The Council monitors the diversity profile of complainants and service users against relevant protected characteristics such as age, disability, ethnicity, etc. This data is captured on the CRM system and forms part of the Complaints Annual Report.

In line with the Council's corporate policy on translation and interpreting services, this service also offers information in other languages and alternative formats on request.

We will continue working towards raising awareness on equality and diversity related issues and improving the access to our Complaints, Comments and Compliments policy and procedure.

#### **BACKGROUND PAPERS**

There are no background papers

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## APPENDIX 1

# Children's Services

## Annual Report 2016 – 2017 Complaints and Compliments

**Prepared for: Tim Aldridge,  
Director Children's Services**

**Prepared by: Veronica Webb,  
Complaints & Information Team Manager**

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<b>2</b>	<b>Introduction</b>	<b>3-4</b>
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<b>3.2</b>	<b>- Total No. of Complaints</b>	<b>5</b>
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## **1. Executive Summary**

Complaints to Children's Services have increased gradually over the last few years, which is reflective of the increased activity by way of referrals to Children's Services.

Furthermore, Children's Services have made significant changes not only in structure but also its direction in providing a systemic family therapy approach across the Service, with training workshops being offered to all staff within the Service during 2016/17. The introduction of this approach, is intended to deliver increasing opportunities for intensive direct work with children, young people and families who access a wide range of services including Early Help (including Edge of Care), Child in Need, Looked After Children or on Child Protection.

Emerging changes to the structure, management and practice model appear to have influenced an increase in young people raising concerns and making complaints. Although still relatively low, this constitutes encouraging progress. With the implementation of the Advocacy Service and the introduction of the Mind Of My Own (MOMO) electronic participation app, it is hoped that this will continue to encourage children and young people to actively engage and feel confident and supported to work with social care staff and other key colleagues to resolve barriers.

The 2 year Face to Face Pathways innovation programme funded by the Department for Education will provide the Local Authority with a wide range of co-produced activity with young people to actively promote feedback loops from individuals and groups. The focus of this programme is to improve outcomes for young people in care aged 11-17, as well as those leaving care aged 14-24. By cultivating a supportive care system that allows us to spend more "face to face" time with children and families and working 'with' and not doing 'to' service users we plan to foster increasingly open lines of communication.

## **2. Introduction**

The Local Authority Social Services Complaints (England) Regulations 2006' govern complaints, representations and compliments received about children and young people's services.

There are three stages covered within the regulations as follows:

### **Stage 1 – Local Resolution**

Response times are 10 working days with a further 10 working days if required. If a young person requires an advocate this should be sought for them. If the complainant is not happy with the response at Stage 1 they can request to progress to Stage 2 within 20 working days of receiving the response.

### **Stage 2 – Formal Investigation**

Response times are 25 – 65 working days. An Independent Investigator and Independent Person are appointed at this stage. The Independent Person must be external to the organisation. Following the independent investigation, the investigation report will be sent to the complainant, along with the adjudication letter giving the decision of the Head of Service. If the complainant is not happy with the response at Stage 2, they can request their complaint to be heard by a Review Panel within 20 working days of receiving the response.

### Stage 3 – Review Panel

The Review Panel is managed independently of the Complaint & Information Team via Democratic Services. The Panel must consist of three independent people, one of whom is the Chair. The Panel must be held within 30 working days from request. Following the Panel Hearing, the recommendations will be issued to the complainant, independent people, advocate and Director within 5 working days. The Director must issue their decision within 15 working days of receiving the recommendations.

### 3. Complaints Received

#### 3.1 Ombudsman referrals

Although there has been an increase in the number of LGO enquiries, it should be noted that three referred to the LGO were outside their jurisdiction. Maladministration and injustice was found in relation to special needs. This has been included within this report as Children and Adults with Disabilities Team transferred back under the responsibility of the Director of Children's Services.

	Apr16- Mar17	Apr15- Mar16	Apr14- Mar15
Maladministration (no injustice)			
Maladministration & Injustice	1	1	
No maladministration after investigation			
Ombudsman discretion			
Investigation with Local settlement			
Outside Jurisdiction	3		
Investigation Discontinued			
Premature/Informal enquiries	2	4	3
<b>Total</b>	<b>6</b>	<b>5</b>	<b>3</b>

#### 3.2 Total number of complaints

	Enquiries	Stage 1	Stage 1 escalated to Stage 2
2016/17	43	92	1
2015/16	20	74	
2014/15	27	70	1
2013/14	36	42	5

There has been an increase of 20% in complaints in 2016/17 compared to 2015/16. Of the 92 complaints received 15 (16%) of these were directly from young people. Continued efforts are being made to encourage complaints directly from young people and the introduction of the MOMO app is working towards this.

Enquiries do not form part of the statutory process and therefore these figures are not included further in this report. However enquiries increased significantly and more than doubled in 2016/17 compared to 2015/16.

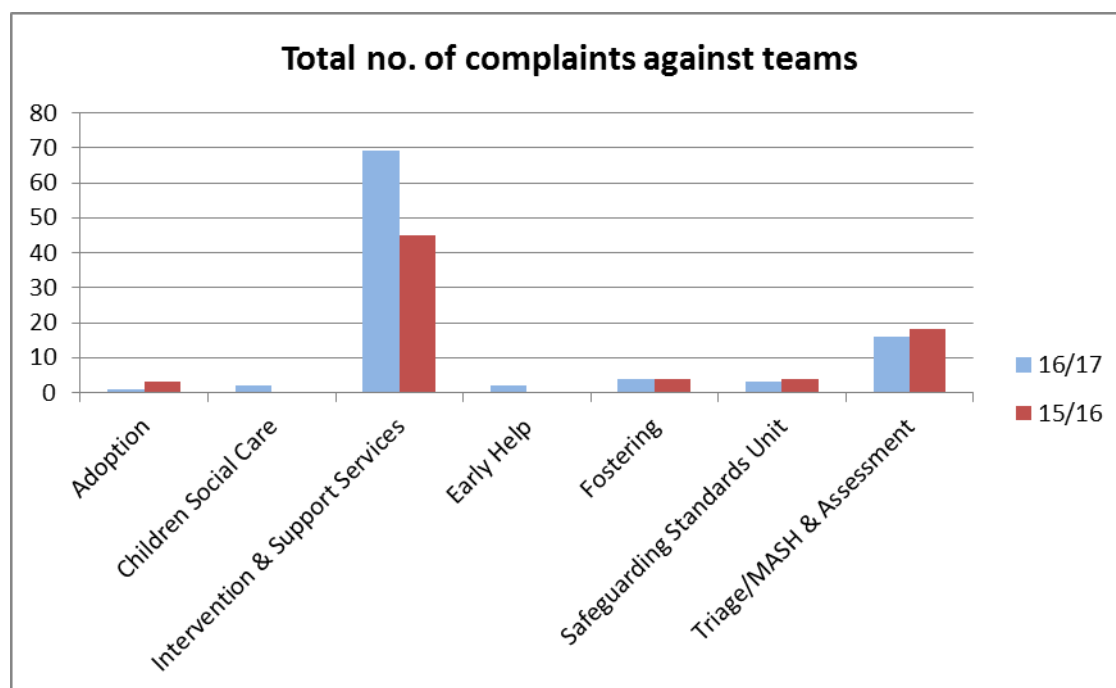
#### 3.3 Stages

Stage 1 complaints increased by 20% in 2016/17 with 92 received in 2016/17 compared to 74 in 2015/16, with one Stage 1 complaint progressing to Stage 2. In 2016/17 four requests to progress to Stage 2 were not progressed as these did not reflect young persons' wishes. A continued trend over the last few years has shown that complaints have not progressed to Stage 3 with no Stage 3 complaints in 2016/17.

### 3.4 Teams

A restructure within Children's Services resulted in a number of teams merging and changing to reflect the direction as the Service adapted to a more systemic family approach. Team names are therefore not reflective of the current Children's Services Structure. Comparisons are shown where possible below.

Although the number of children looked after in the borough increased on average by 5% in 2016/17(228 to 239) and those on child protection plan decreased slightly on average from 290 in 2015/16 to 285 in 2016/17, the number of referrals to Children's Services that led to assessments increased by 13% (1,937to 2,194) in 2016/17.

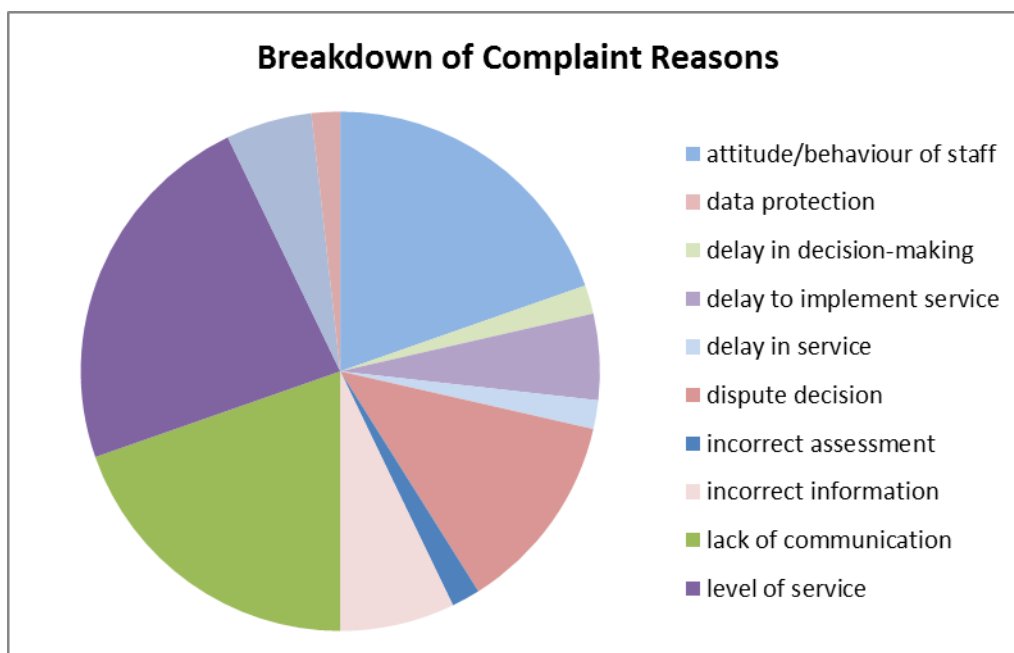


	Adoption	Children Social Care	Intervention & Support Services	Early Help	Fostering	Safeguarding & Service Standards Unit	Triage/ MASH & Assessment
Column1							
16/17	1	2	69	2	4	3	16
15/16	3		45		4	4	18

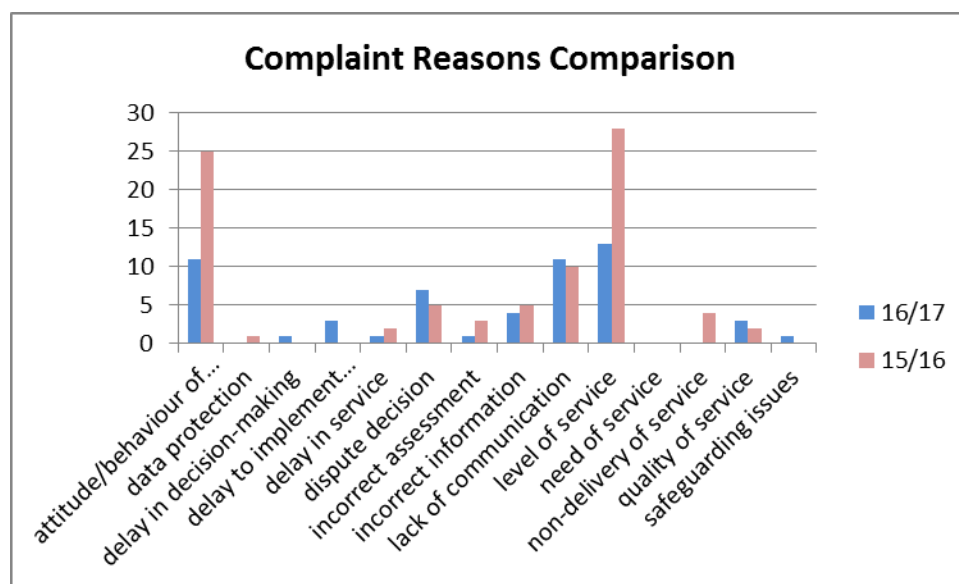
### 3.5 Reasons

The breakdown of complaint reasons below shows 'level of service', 'lack of communication' and 'behaviour of staff' are the main reasons for complaint. Complaints regarding behaviour of staff covered issues around lateness for meetings, insufficient or late information, decisions made on cases, communication and lack of financial support. This is also linked to the unwelcomed intervention by Children's Services and social workers that have a duty to carry out initial enquiries following concerns raised about a child(ren). Some of these complaints were parents who were angry about what they perceived as bias towards one

parent to another particularly where they are estranged, or grandparents who did not agree with the decisions regarding their grandchildren.



There has been a decrease in the number of complaints regarding behaviour of staff, and this is due to the scrutiny of recording practices, to ensure that the reason is correctly reflected. It does still remain one of the main reasons for complaints, and is still linked to the unwelcomed intervention by Children's Services rather than staff's behaviour.



### 3.6 Outcomes & Learning

The highest outcomes were 'explanation or information provided' which again shows that clarity is needed when intervention by Children's Services occurs. It is always a very emotive time for those going through a process where a child is taken into care or there is a child protection process to be followed. The Service has taken positive steps in providing clear information leaflets for children/young people on child protection and being a looked after child, which explains these processes. Continued efforts needs to be taken to ensure parents/carers also have a clear understanding of the duty and responsibility of social

workers when they do intervene. With this in mind, there has been a steady increase in complaint meetings with parents/carers which has proven successful and provided helpful feedback for managers, but also more importantly a better understanding for the parent/carer of why a certain course of action is required.

Of those complaints received, 40 of the 92 (43%) were not upheld and 37 (40%) were upheld. Of the remaining 17% complaints were either withdrawn, no action/no further action was required.

It should be noted that there can be more than one outcome resulting from a complaint, which is shown in the table below.

Changes to assessment	Change to Practice	Complaint withdrawn	Explanation & Apology given	Explanation given	Financial assessment/award	Information provided	No further action required
2	1	8	27	48	2	48	2

### 3.6.1 General Themes and Trends 2016/17

Complaints during 2016/17 showed that the number of young people that are making complaints directly has increased since the previous year. The use of the MOMO app is taking effect, although there are a number of young people that have made their complaints by email or by telephone. The general themes around young people's complaints are lack of support/advice for those leaving care. In the early part of the year complaints were about young people's savings on turning 18. The Service acted quickly to alleviate further complaints and distress for young people by adjusting the protocol for the management of savings and taking proactive action to resolve and/or prevent anticipated difficulties in this area.

There is a continued theme regarding communication between workers and families, where they are not always provided with adequate notice for changed arrangements for meetings, and in particular notification regarding changes of social worker. Structural changes to the service and significant improvement with the recruitment and retention of permanent staff over the past 12 months (from 40% to 70% permanent workforce) has minimised changes in allocated social workers, which is often a significant contributory factor to dissatisfaction levels.

Regular meetings held between complainants and the Service continued to be more successful and helpful to the complainants and provides them with a platform to be heard and also better understand the reasons for intervention. This will continue to be factored into Service planning..

## 3.7 Response times

Response times have not improved as hoped, however there is a continuation of increased numbers and complexity to complaints, with more time being spent on ensuring responses are appropriate and addressing all the issues so that complaints are resolved more effectively. The recent Complaints & Information Team restructure will hopefully lead to a



strengthening of the complaints functions to reflect the increasing demands. Continued efforts are being made to review processes along with Children's Services to improve response times.

	Within 10 days		11-20 days		Over 20 days		Withdrawn	
	Apr 16 Mar17	Apr 15 Mar16	Apr16 Mar17	Apr 15 Mar 16	Apr16 Mar17	Apr 15 Mar 16	Apr16 – Mar 17	Apr15- Mar 16
<b>Stage 1</b>	21	25	30	25	41	23	8	2
<b>%</b>	23	34	33	34	45	32		

## 4. Expenditure

Expenditure was incurred for 2016/17 which related to one Stage 2 complaint. The resultant costs were due to the increased rates in appointing independent people, along with the complexity and length of the investigation that was undertaken.

	Publicity/ leaflets	Independent investigators	Total
Apr 2016 – Mar 2017		£9,432.00	£9,432.00
Apr 2015 – Mar 2016		£2,614.20	£2,614.20

## 5. How Complaints were received

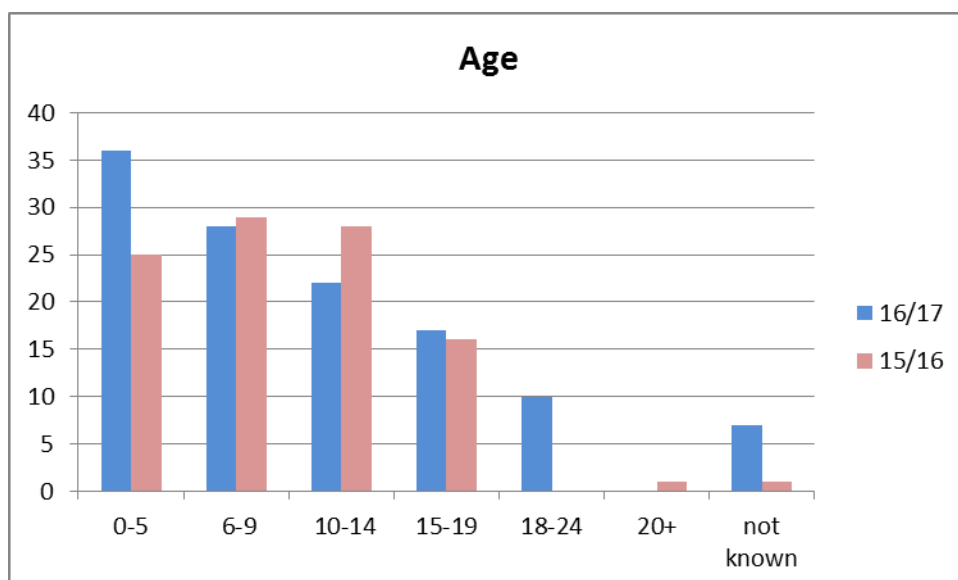
Complainants preference has continued to be either by email or by telephone contact and in particular telephone contact has increased more than double in 2016/17 compared to the previous year. It should also be noted that there has been an increase in complainants using the online facility, however four of these were via the MOMO app which enabled young people to make complaints directly.

	Letter	E-mail	Complaint Form	Telephone	In Person	Online
2016/17	16	33	4	28	1	9
2015/16	21	35		11	2	4

## 6. Monitoring Information

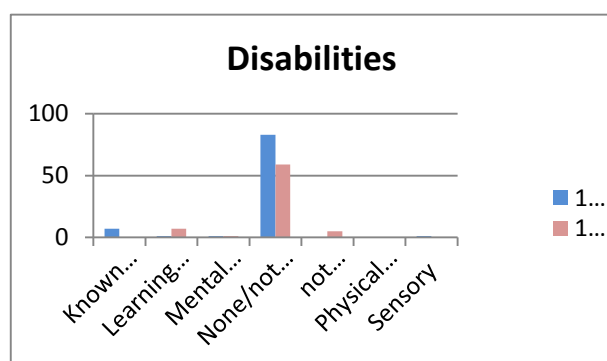
### 6.1 Age

The number of complaints involving children aged 0-5 increased in 2016/17 compared to 2015/16. Children's Services had an increase in the number of children on a Child in Need (CIN) Plan in 2016/17 with an average of 321 compared to an average of 267 in 2015/16. The number of children on CIN Plan under the age of 1 was almost double with an average of 12 in 2015/16 compared to an average of 22 in 2016/17, which may have contributed to the increase in age 0-5. As age categories differ i.e. age range 15 – 24 within this report there is an overlap, however this will need to be looked at for future reports.



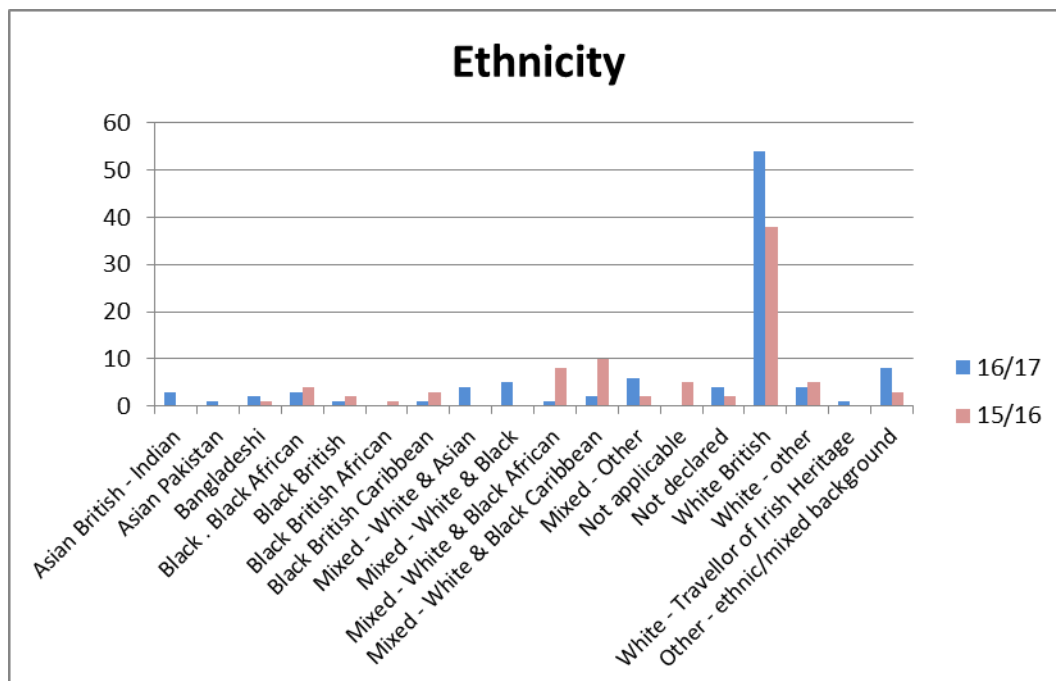
## 6.2 Disability

It has not been possible to be clear on those that either do not have a disability or it is not known. However there were seven with a 'known disability', a decrease in those with a learning disability from seven in 2015/6 to one in 2016/17 and one with a sensory disability in 2016/17. Ways in which disability information is captured will need to be explored further.



## 6.3 Ethnicity

There was an increase across some ethnic backgrounds, such as 'White British'; and particularly across 'other mixed ethnic backgrounds', 'mixed White & Asian' and 'mixed White & Black'. It is encouraging that differing ethnic backgrounds have accessed the complaints process.



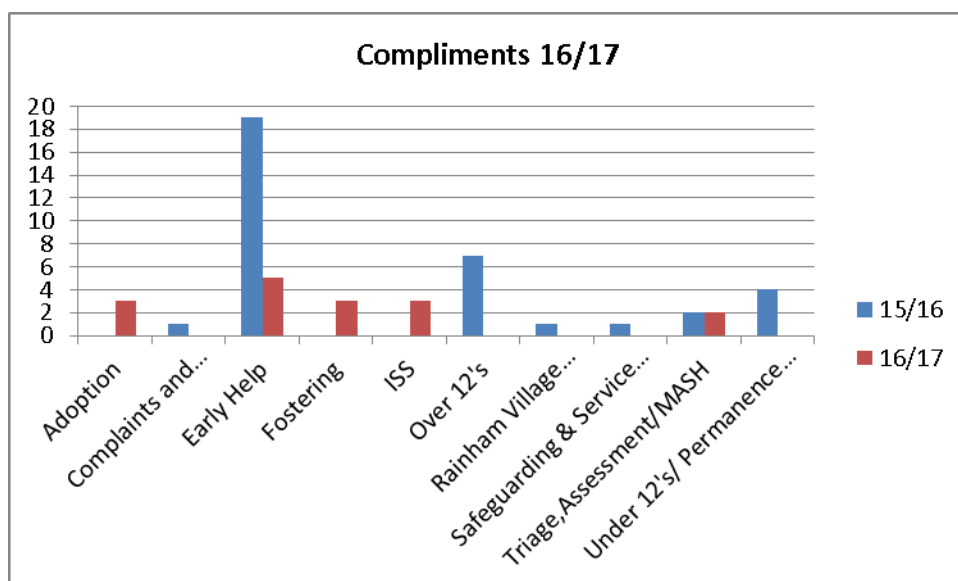
## 7. Members Correspondence

Members' enquiries have almost trebled in 2016/17 compared to 2015/16 with 75% being responded to within timescale.

	2016/17	2015/16
Members Correspondence	61	24

## 8. Compliments

The number of compliments received has decreased in 2016/17 to 16 compared to 35 in 2015/16. With changes in the Children's Services structure the Complaints and Information Team will need to ensure that teams are aware and reminded that compliments should be forwarded to the team to be logged.



Some examples of compliments received are shown below:

An expat living abroad wrote in about the social worker assigned to her, although did not remember her name 'I was horrible to her at the beginning but she stuck with me through thick and thin. On one of the most terrible days of my life she was with me and cried with me as I signed away the rights to my daughter. I would like to thank her for her kindness ...' –

**Adoption**

A young person sends a thank you card saying 'thank you for being there to listen and help me and my mum. With your help you showed us many support places which will benefit us.'

**- Early Help**

A foster carer thanks the service and writes how happy and proud to have been able to know and able to share our lives with so many young people.' – **Fostering**

Parents write to the manager who investigated their complaint thanking her 'for the thorough response to our complaint. We very much appreciate the time taken to fully investigate the situation. We also appreciate the understanding shown and the apologies that were given for all the matters that were raised.' – **Intervention & Support**

A mother writes to a social worker 'thank you for the sensitive way in which you handled speaking to our boys and for the advice and support you offered.' **Triage/MASH & Assessment**

## **9. Conclusion**

Complaints have continued to rise with a 20% increase in 2016/17. Although enquiries are not included within the figures in the main report, it should be noted that with the increase of enquiries, which more than doubled in 2016/17, and also member enquiries, which tripled in 2016/17, this has impacted on response times and the demands on the Service.

There is still a need for complaints to be embedded in terms of service improvements and this will come with time as the Service settles into its new structure.

The increase in the number of young people making complaints is also encouraging and it is hoped that this will increase year on year as young people feel confident in making a complaint.

Communication between social workers and families still remains a main theme of complaints and this should improve with the move towards a more stable workforce and with the range of training offered to social workers by the Service.

Complaints continue to be a useful information tool and should be used to inform the Service in identifying areas for improvement, whilst also recognising through compliments good practice by the Service.

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## 10. Complaints Action Plan

Issues Identified	Lessons Learnt	Action to be taken	Department	Timescale	Review
S20 – parents not clear about process and implications	clear explanation/ information on possible implications needs to be given at early stage	<ul style="list-style-type: none"> <li>Social workers to be reminded to provide concise and clear information.</li> <li>Managers to ensure that communication is addressed through the PDR process.</li> </ul>	Triage/MASH & Assessment	On-going	Child focussed leaflet was produced explaining the process for looked after children and launched on 3 April 2017,
S47 – parents not given sufficient information about process	<ul style="list-style-type: none"> <li>Determination of S47 needs to be consistent.</li> <li>Clear explanation/ information about process</li> </ul>	<ul style="list-style-type: none"> <li>Process already in place that two senior managers sign off S47s.</li> <li>Social workers to give clear and concise information about process</li> </ul>	Triage/MASH & Assessment	On-going	Children focussed leaflets were produced on s47, and Looked after Children (LAC) to explain the process and were launched on 3 April 2017
Important information is not always recorded appropriately	<ul style="list-style-type: none"> <li>Information leading to an action/decision should be recorded in detail.</li> <li>Information needs to be recorded accurately</li> </ul>	<ul style="list-style-type: none"> <li>Work is already being undertaken to look at improved recording across the service.</li> <li>Assessments to identify clearly fact from opinion and identify the source of the information.</li> </ul>	All	On-going	Managers continue to carry out case file audits to ensure recording is appropriate.
Better communication around contact arrangements and case progression	<ul style="list-style-type: none"> <li>Communication around changes in contact with families.</li> <li>Communication gap when social worker leaves.</li> </ul>	<ul style="list-style-type: none"> <li>To explore better communication re contact arrangements and case progression</li> </ul>	All	On-going	A further restructure of teams took place in 2016-17 to assist in improving practice overall. Staff retention remains an issue but it is improving and ensuring better communication with families and better handovers is being addressed in supervision and through the Council's Personal Development Review (PDR) process.

## CHILDREN AND LEARNING OVERVIEW AND SCRUTINY SUB-COMMITTEE 28 NOVEMBER 2017

<b>Subject Heading:</b>	Learning & Achievement (now Education Services) Annual Complaints Report 2016-17
<b>SLT Lead:</b>	Trevor Cook
<b>Report Author and contact details:</b>	Veronica Webb, 01708 432589 <a href="mailto:Veronica.webb@havering.gov.uk">Veronica.webb@havering.gov.uk</a>
<b>Policy context:</b>	This report is for information purposes only.
<b>Financial summary:</b>	There are no financial implications as this report is for information purposes.

### The subject matter of this report deals with the following Council Objectives

Communities making Havering	[X]
Places making Havering	[]
Opportunities making Havering	[]
Connections making Havering	[]

### SUMMARY

1. The Education Services report attached as Appendix 1 provides information on the complaints received during 2016/17. It should be noted that Maintained Schools and Academies have their own complaints procedure which are dealt with through their Governing Bodies and are not included within this report. Schools admissions and exclusions are dealt with through a statutory appeals process and also not included in this report.

### RECOMMENDATIONS

2. That members note the content of the attached report for information.

## REPORT DETAIL

3. Education Services went through structural changes in 2016/17 resulting in senior management and team changes.
4. There was one Ombudsman enquiry in 2016/17, which did not progress to investigation, decreased from 3 in 2015/16. The number of complaints also decreased from 31 in 2015/16 to 18 in 2016/17. The school expansion programme resulted in the high number of complaints for Education Provision and Commissioning Service, however this dropped significantly for this area in 2016/17 from 7 to 1. Children & Adults with Disabilities Team complaints have almost halved. The number of complaints for Education & Inclusion remained at the same level as in 2015/16.
5. The main reasons for complaint were related to quality and reliability, late delivery or slow service and availability of the service. This referred to delays in completing EHC Plans and implementing provision, placements at special units and general concerns about schools in particular penalty charges for non-attendance.
6. Complaints that were directed to either the relevant school or college were mainly related to level of service which covered concerns by parents on how a school dealt with a particular issue or parents disputing exclusion of their child.
7. Of the complaints received 13 were upheld and 5 being partially upheld.
8. Complaints responded to within timescale was slightly down from 97% in 2015/16 to 72% in 2016/17, which could have been attributed to the structure changes during the year.
9. Member enquiries decreased slightly from 54 in 2015/16 to 49 in 2016/17 with 84% being responded to within timescale, compared to 93% in 2015/16.
10. Email is the preferred method of contact, although this has dropped from last year. The use of online forms has increased slightly from 2 in 2015/16 to 3 in 2016/17.
11. Compliments have decreased from 23 in 2015/16 to 16 in 2016/17. Examples of some compliments are provided in Appendix 1. The Complaints & Information Team will need to remind and encourage staff in the Service to send compliments to the team for recording.
12. Education Services continue to use complaints as a feedback resource for learning and the collection of complaints data relating to schools is to be encouraged to identify particular themes arising within schools. Structure changes have had an impact on response times, however as the Service



stabilises this should see a return to the high response rates seen in previous years.

13.

### **IMPLICATIONS AND RISKS**

#### **Financial implications and risks:**

There is a Complaints & Information team within the Directorate. This team addresses complaints received and manages associated resource implications, which are funded from within overall service budgets.

There are no new financial implications or risks arising from this report, which is for information purposes. It should be noted however that any material increase in investigations following on from complaints could result in additional costs to the authority, which is being managed as part of the overall financial management responsibilities of the service.

#### **Legal implications and risks:**

There are no apparent legal implications from noting this Report.

#### **Human Resources implications and risks:**

There are no direct HR implications or risks to the Council, or its workforce, that can be identified from the recommendation or contents of this report.

#### **Equalities implications and risks:**

The report demonstrates that there is a transparent and structured (both informal and formal) route for concerns or complaints, to be registered for review and action where required.

The Council is working towards improving the monitoring of the diversity profile of complainants and service users against relevant protected characteristics such as age, disability, ethnicity, etc, The Governing Body Support Unit is providing complaints training within schools and can explore how information can be obtained. In line with the Council's corporate policy on translation and interpreting services, this service also offers information in other languages and alternative formats on request.

The Service will continue to look at ways in which information can be obtained from schools in order to identify areas for improvement through the Governing Body Support Unit, as well as exploring other options.

The Service will be looking to possible inclusion of an overview or analysis for any equality and diversity complaints in future reports

### **BACKGROUND PAPERS**

There are no background papers



## APPENDIX 1

# Children's Services - Education Services

## Annual Report 2016 – 2017 Complaints and Compliments

**Prepared for: Trevor Cook,  
Acting Assistant Director for Education Services**

**Prepared by: Veronica Webb,  
Complaints & Information Team Manager**

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<b>2</b>	<b>Total Number of Complaints</b>	<b>3</b>
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## Executive Summary

Education Services (previously Learning and Achievement) went through structural changes during 2016/17, resulting in changing senior management arrangements, and the restructuring of some teams. This has impacted on the high rate of response which has shown a slight decrease, not only across complaints, but also member enquiries.

The reduction in the number of complaints also shows that when major changes occur, as in 2015/16 with the school expansion programme and the embedding of the new SEND process, this does reflect on the number of complaints received.

It is important for Education Services to continue to encourage staff to report compliments received, as this has also shown a slight decrease from the previous year.

### 1. Ombudsman referrals

There was one Ombudsman enquiry for 2016/17, which was closed after initial enquiries.

	Apr 16 Mar 17	Apr 15 Mar16	Apr14- Mar15
Closed after initial enquiries no further action	1		
Maladministration			1
No investigation		1	
No maladministration after investigation			
Ombudsman discretion			
Investigation with Local settlement			
Outside Jurisdiction			1
Investigation Discontinued			
Premature/Informal enquiries		2	2
<b>Total</b>	<b>1</b>	<b>3</b>	<b>4</b>

### 2. Total number of complaints

The number of complaints has decreased by 40% for 2016/17 from 31 in 2015/16 to 18. As identified in 2015/16's annual report, the high level of corporate complaints in that year was due to the school expansion programme, which included some controversial proposals.

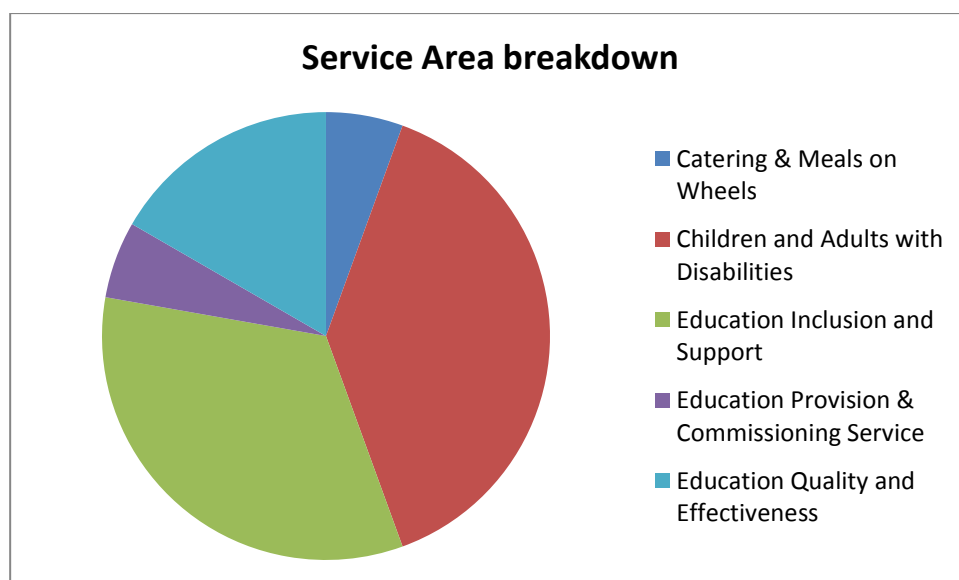
The number of enquiries shown below has increased in 2016/17 to 42 compared to 35 in 2015/16. These relate to complaints received through the local authority relating to schools, which are redirected to be taken through the appropriate school or college complaints procedure. This data is captured to identify the type of complaints that are being made about school and college provision.

	Corporate Complaint	Enquiry	Total
<b>2016/17</b>	<b>18</b>	<b>42</b>	<b>60</b>
<b>2015/16</b>	<b>31</b>	<b>35</b>	<b>69</b>
<b>2014/15</b>	<b>13</b>	<b>48</b>	<b>61</b>

## 2.1 Service Areas

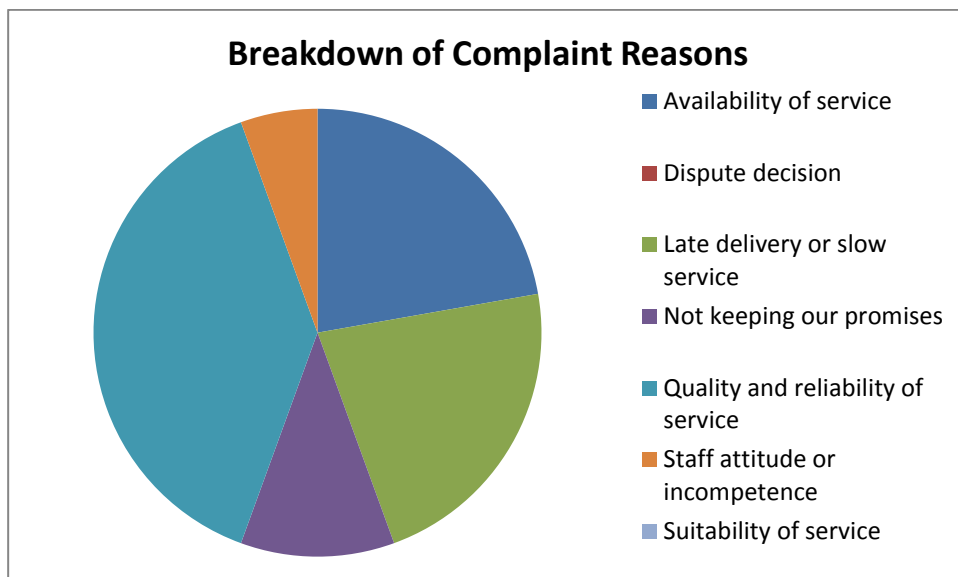
The Children and Adults with Disabilities Team (CAD) had the highest number of complaints in 2016/17 relating to EHCP Plans and SEN provision. However, the total number of complaints for CAD has almost halved compared to the previous year, from 13 in 2015/16 to 7 in 2016/17. This could be reflective of the structure changes being embedded in the service. Education Inclusion and Support had the next highest number of complaints (6) for 2016/17 relating to attendance and alternative provisions. Complaints received for Education Quality and Effectiveness Service were mainly general concerns regarding a school or college.

	Catering & Meals on Wheels	Children and Adults with Disabilities	Education Inclusion and Support	Education Provision & Commissioning Service	Education Quality and Effectiveness
16/17	1	7	6	1	3
15/16	2	13	6	7	3

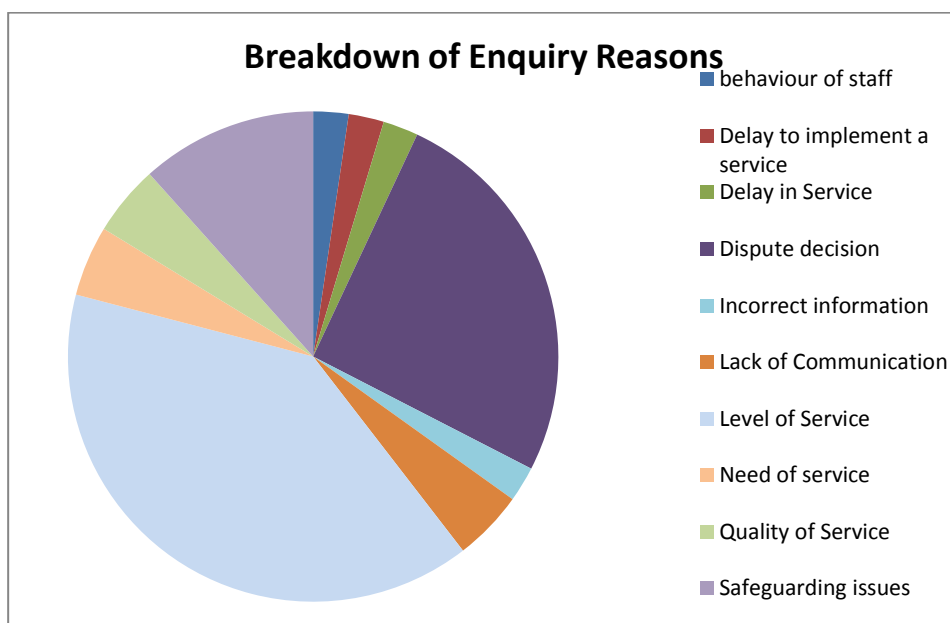


## 2.2 Reasons

The main reasons for complaints are related to the 'quality and reliability of the service', 'late delivery or slow service' and 'availability of service'. The main concerns centred on Educational, Health & Care Plans (EHCP), and in particular the delays in completing EHCPs and actioning provision identified. Placements at special units/schools, general concerns about a school or college, in particular penalty charges incurred for non-attendance, and the withdrawal of funding from a nursery were the type of complaints received.



Below shows the breakdown of the reasons of enquiries referred to either schools or colleges. The highest number of enquiries related to 'level of service' mainly covering concerns from parents on the way they felt their child was treated in school, or how a school dealt with a particular issue. The next highest was 'dispute decision' which included parents disputing the exclusion of their child or attendance resulting in penalty fines.



## 2.3 Outcome

The majority of complaints, 13, were not upheld of those recorded for 2016/17, with 5 complaints being partially upheld.

## 2.4 Response times

There were 18 Corporate complaints received during 2016/17, in which 13 (72%) were responded to within timescale, down from 97% in 2015/16. This could be attributed to the structure changes within Education Services during the year.

	Within 15 days		Outside of timescale	
	Apr 16- Mar 17	Apr15- Mar16	Apr 16- Mar 17	Apr15 – Mar16
Corporate Complaints	13	30	5	4

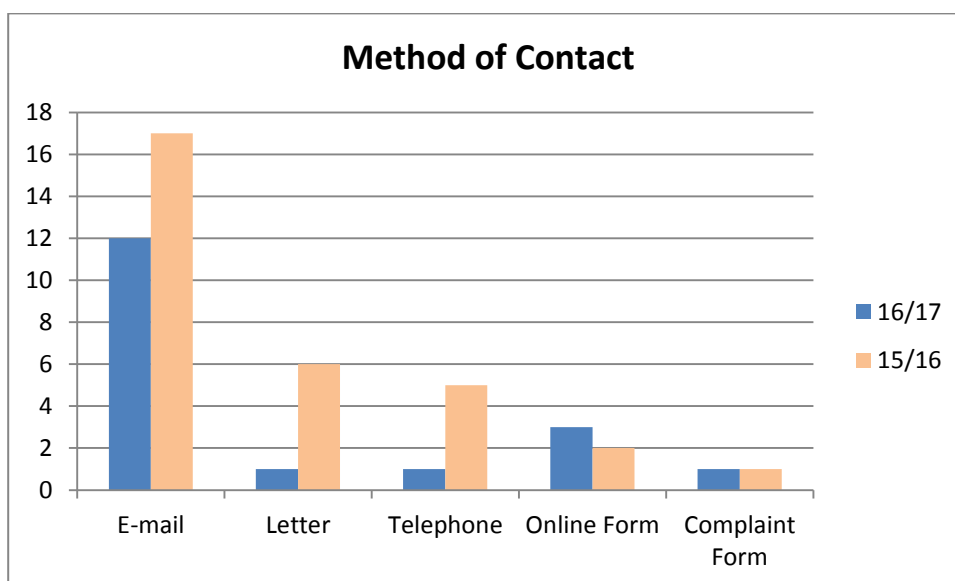
### 3. Members' Correspondence

Members enquiries have decreased slightly in 2016/17 to 49 (9%) compared to 54 in 2015/16, with 84% being responded to within timescale. This is slightly down from 2015/16 where 93% were responded to within timescale.

	2016/17	2015/16
Members Correspondence (from MP's & Cllrs)	49	54

### 4. How Complaints were received

Complainants preferred method of contact is email, followed by online form, which has steadily increased over the last few years. Although there has been a significant decrease across all methods during 2016/17, this is due to the reduced number of complaints, compared to 2015/16.



### 5. Compliments

Compliments have decreased slightly to 16 (30%) in 2016/17 compared to 23 in 2015/16.

Some examples of compliments received are as follows:

A satisfied customer writes 'thanks for all your help in this matter. We have been very impressed by your service **(Catering)**

A mother writes in about a member of staff who 'has been so helpful and understanding...your service so far has been wonderful and you have really helped put my mind at rest... .' **(Education, Inclusion & Support)**



A parent writes 'thank you very much. I am very impressed with the prompt responses I am getting from this office. Thumbs up for efficiency and diligence.' **(School Admissions)**

When staff go above and beyond – 'a grandparent that was collecting at 3pm from Little Rascals, took to the garden to sit. He was very sick and was holding his chest.' Staff at the pre-school called an ambulance aided to the grandfather and arranged the collection of his grandchildren. With their '....quick reactions and rapid response meant others were safe and the grandchildren did not see their grandad suffering. What a fantastic pair.' **(Little Rascals pre-school)**

## **6. Conclusion**

Structure changes impacted on response times in 2016/17, however with the stabilising of the service, this should see a return to the very high response rates seen in previous years. The Complaints & Information Team will need to liaise with and support managers and staff to help the Service achieve this going forward.

Complaints data is to be encouraged in relation to those relating to schools, as this can identify particular areas or themes that may be arising within schools and should continue to be collected.

Recent changes in the way that local authorities should respond to complaints about maintained schools and academies will require the current processes to be reviewed, but this should improve response rates as there are now a limited range of areas that the local authority can intervene in.

The main areas of complaint during 2016/17 involved EHCPs during 2016/17 and the delays in completing these, along with general concerns from parents about schools.

Any future structural changes within Education Services, it will need to be considered how complaints data will be reported on in future.

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## CHILDREN AND LEARNING OVERVIEW AND SCRUTINY SUB-COMMITTEE 28 November 2017

### Subject Heading:

High Needs Review and Strategy

### SLT Lead:

Tim Aldridge

### Report Author and contact details:

Caroline Penfold, 01708 431743  
[caroline.penfold@havering.gov.uk](mailto:caroline.penfold@havering.gov.uk)

### Policy context:

Council outcomes:

- Communities are resilient and self-supporting;
- A focus on prevention and early intervention to improve residents' wellbeing;
- Improved choice and control over the health and social care people receive;
- Access to 'early help offer' for children and young people most at risk;
- Services cost less to run and are more efficiently delivered; and
- Lower levels of preventable ill-health and people leading healthier lives.

### Financial summary:

The review and strategy are being developed as part of the condition of additional capital funding from central government, amounting to approximately £800,000 p.a. over three years. This funding commences in financial year 2018/19, and can be used to improve existing provision or develop new provision for children and young people with high needs. As part of the review of high needs we are also looking at how we can maximise our use of revenue funding to improve provision generally, across the borough.

### The subject matter of this report deals with the following Council Objectives

Communities making Havering	[x]
Places making Havering	[x]
Opportunities making Havering	[x]
Connections making Havering	[]

## **SUMMARY**

Following the government's review of high needs funding and the consultation on the new national funding formula, we have undertaken a review of how our high needs budget is allocated. This has led to a re-drafted our High Needs Strategy.

The review commenced in light of the possibility of increased funding being made available through the new National Schools Funding Formula

The revised strategy sets out the proposals for the additional capital and allocated High Needs block funding budget from central government, as well as proposals to improve the processes and services we already deliver.

The intended outcomes are that:

- more children and young people can remain in-borough, in provision which supports them to achieve positive outcomes
- we have capacity across the spectrum of needs to provide high quality support
- we take a joined-up, invest to save approach across all partners including education, health and care.

## **RECOMMENDATIONS**

The report is for Overview and Scrutiny to note progress and the direction of travel in the development of the strategy for children and young people with high needs.

## **REPORT DETAIL**

Last year, the government announced proposals to consult on how funding is given to local authorities and schools to support children and young people with SEND, and those who need alternative provision. As part of this, local authorities are required to refresh their SEND Strategy to ensure that it is up to date and reflects current and predicted trends. The strategy should also provide clarity on how, and where, different levels of needs will be met and where the current and future gaps in provision are.

In refreshing our strategy, we have involved early years providers, schools, post-16 institutions, local authority and health staff, as well as children, young people and parents to ensure that the range and quality of provision reflects the needs and aspirations of children and young people in the area.

The refresh covers:

- Data on the range of SEND in the area
- Effectiveness of current provision
- The range of special educational needs which would generally be met by mainstream providers, specialist providers and highly specialised providers, including those such as residential special schools, non-maintained and independent special schools and special post-16 institutions
- How best to address any gaps and allocate resources.

In order to review how our high needs funding is allocated and develop the strategy, we consulted with:

- Parents and carers, via the Parents Forum (run by Positive Parents) and through a questionnaire on SurveyMonkey
- Children and young people, via Advocacy for All consultations on:
  - short breaks
  - personal outcomes evaluation tool (POET – which asks about young people's experiences of getting an EHCP)
  - preparing for adulthood
- Schools, including special schools via a focus group and a request to all schools to email any comments
- Post-16 providers via a focus group and a request to all providers to email any comments
- Early years providers via a focus group and a request to all providers to email any comments
- Local authority staff via two drop-in sessions and a request to email any comments
- Health colleagues at NELFT and the CCG

Emerging priorities for provision for SEND and those requiring alternative provision are:

- Establish a bursary scheme for early years' providers, schools and post-16 providers to adapt their environment to make their school/ provision more inclusive
- Increase the Inclusion Fund budget for early years
- Increase the hourly rate for top up payments to schools for pupils with EHC plans to £14. (Consequently this will reduce the number of hours that schools are expected to cover within the first £6,000 from 12 to 11.)
- Work closely with schools to reduce the number of exclusions, particularly amongst pupils with EHCPs, alongside monitoring the quality of alternative provision
- Allocate a small budget for pupils with high medical needs, but who do not have an EHCP
- Set a target of developing two new ARPs per year
- Develop the new free school for children and young people with complex ASD (autistic spectrum disorder) and SEMH (social, emotional and mental health difficulties). This will be for pupils aged from 3 – 16 years

- Review the designation of special schools, particularly in light of the new free school to ensure all special schools complement each other to meet the range of local need
- Re-draft the funding matrix for special schools to improve the appropriateness of funding levels linked to complexity of need
- Improve and increase the offer for pathways to adulthood and support young people and parents to be aspirational and realistic
- Ensure social care support complements the educational offer locally to support children and young people to meet their outcomes
- Work more closely with the CCG to align priorities and help children and young people to remain in borough, with the right support
- Invest in workforce training to ensure staff across all schools and settings (early years and post-16) feel confident in supporting children and young people with additional needs to achieve.

A draft strategy will be produced in November for further consultation with stakeholders. This will then be submitted for sign off to the SEND Executive Board, with final sign off by Executive Decision in December.

## IMPLICATIONS AND RISKS

**Financial implications and risks:** The financial risks are in the 'invest to save' approach. We have reviewed the budget and believe that for the first year (2018-19), the additional investment required (beyond that which is provided by central government) can be met by re-prioritising expenditure. For the second year, savings on out of borough expenditure will need to be made to balance the budget. We believe this will be possible for that year.

**Legal implications and risks:** No legal implications or risks are expected.

**Human Resources implications and risks:** None currently identified as this is an increase to budget

**Equalities implications and risks:** The review and strategy, as well as the funding from government, is to improve and increase provision for children and young people with high needs, who are a protected group.

The additional funding (from central government) will complement a more focussed approach on invest to save. This will ensure that the right support and services are provided at the right time in the right place, thereby reducing the number of children and young people who have to go out of borough for their education and learning.

For this reason it was agreed that an EA was not required.



# CHILDREN AND LEARNING OVERVIEW AND SCRUTINY COMMITTEE

## 28 NOVEMBER 2017

### Subject Heading:

### Havering School Results

### SLT Lead:

Tim Aldridge, Director of Children's Services

### Report Author and contact details:

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### Policy context:

Standards in Education

### SUMMARY

Consistent with Havering's vision to ensure a good start for every child to reach their full potential, and our ambition to establish a self-improving education system, this report updates members of the Committee on progress to improve standards across Havering's schools.

### RECOMMENDATIONS

It is recommended that the Overview and Scrutiny Committee continues to receive updates on school improvement, consistent with a schools-led strategy as agreed by school leaders, governors and partners, including the Regional Schools Commissioner.

### REPORT DETAIL

1. The report below highlights the key areas of performance in each of the key stages of education. A detailed data appendix is provided, and it should be noted that all tables include the available statistics as at 31<sup>st</sup> October 2017.

2. Based on government statistical demographic information, when compared to other 150 local authorities, Havering would usually be expected to achieve in the top third (50's), and only one London Borough (Bexley) is a statistical neighbour.

### **Early Years**

3. In the Early Years Foundation Stage (pupils aged 5), children on Havering get off to a strong start in their education, with the percentage of children improving and reaching a Good Level of Development (GLD) in the Early Years Foundation Stage Profile exceeding the number found nationally again in 2017. Havering ranked 52/152 of all local authorities, and 6th amongst our statistical neighbours. The EYFS measure has been unchanged since 2013 during which Havering attainment has improved consistently.

### **Year 1 Phonics**

4. The Year 1 Phonics Screening Test (for pupils aged 6) measures pupils' ability to decode words using phonics. Pupils in Havering achieve well, and improved on 2016 results. Havering ranked 7th nationally, 7th in London , and 1st amongst statistical neighbours
5. This measure was introduced in 2012, and Havering has improved consistently. Havering comparative rankings have also consistently improved.

### **Key Stage 1**

6. Pupils in Key Stage 1 (aged 7), performed well in their Reading, Writing and Mathematics assessments. From 2011 until 2015, the standard measured was pupils reaching national curriculum level 2B, which constituted the expected standard. Level 3+ was also measured, constituting above expected standard/ greater depth standard.
7. In 2016, this has been replaced by a new assessment methodology which is not comparable. The new benchmarks are Expected Standard and Greater Depth. It is recognised that these standards have moved the benchmarks upwards, hence national statistical decline.
8. Havering has improved consistently and is in the 2nd quartile across all subjects, and 5<sup>th</sup> amongst statistical neighbours. However, the ranking dropped against London due to a faster improvement rate.

### **Key Stage 2**

9. Our Key Stage 2 (pupils aged 11) attainment in Reading, Writing, Mathematics and English spelling, punctuation and grammar tests were excellent, all being significantly above national, and the combined measure of pupils reaching the new government standard in all areas was



significantly above the national average, being 11% points higher, and was also better than all of our 11 statistical neighbours.

10. As with Key stage 1, 2016 saw the introduction of a new higher standard and a new methodology which is not directly comparable to the results from 2011 to 2015. From 2011 to 2015, the government standard was pupils attaining national curriculum level 4 and (introduced later), level 4B, and for higher attainers, level 5.
11. The proportion of pupils reaching the new more challenging 'Expected Standard' in Reading, Writing and Maths combined was so positive that Havering ranked the 4<sup>th</sup> highest performing borough in the country, out of 152 Local Authorities. The percentage of pupils exceeding the national standard is also measured with Havering ranking 12<sup>th</sup> nationally, 1<sup>st</sup> amongst statistical neighbours and 11<sup>th</sup> in London.
12. The government also measures the individual components separately, and in all areas Havering has attained well.
13. Alongside the attainment of pupils, the government also measures the progress they have made from their starting point (their last statutory assessment in the previous Key Stage). In previous years (2012 to 2015) this was reported as expected progress (two national curriculum levels) or above expected (i.e. more than this). Havering has been steadily improving the progress pupils make through those years and our ranking accordingly.
14. In 2016 this is calculated entirely differently and is expressed as a point score above or below the calculation of the cumulative expected progress of the cohort (the national average will always be represented as 0.0).
15. 2017 Figures are not available as yet for comparators on this measure, but Havering's scores are positive, so show continuing added value as pupils move through primary education. It is likely that due to increased progress scores the rankings will be affected positively. Parameters are narrow with -5.0.-7.0 and -5.0 equalling floor standard.

#### **Key Stage 4 (GCSE's)**

16. At GCSE level (students aged 16), since 2011 the key measure was 5+ GCSE's A\*-C grades including English and Maths; the gold standard until 2016. This measure is no longer valid, being replaced by Attainment 8 and Progress 8
17. Attainment 8 is the total score of 8 subjects (English - doubled, Maths - doubled, 3x Best Ebacc subjects (see appendix), 3x best remaining GCSEs). 2017 saw the introduction of new grading of 9-1 for some GCSE's, and a definition of 'Standard' pass (grade 4 = legacy GCSE C grade) and 'Strong' pass (grade 5 = equivalent of a C+).

## **Attainment 8**

18. Due to continued changes to the calculation of Attainment 8, headline figures fell nationally, however, Havering scores fell less than others, therefore our ranking improved against all benchmarking groups.

## **English Baccalaureate (Ebacc)**

19. At Key Stage 4, pupils schools are also measured on entries to and achieving the English Baccalaureate. This is a school accountability measure and does not constitute any personal certification for pupils, but Havering has been consistently above national average and Havering's rankings have improved year on year.

## **The Basics**

20. This is the percentage of pupils achieving a standard pass in both English and mathematics. Although historically above national, 2017 saw a substantial increase on previous year, leading to a substantial increase in rankings to 37<sup>th</sup> from 64<sup>th</sup> in 2016, and placed Havering 1<sup>st</sup> amongst statistical neighbours.

## **Progress 8**

21. As with Key Stage 2, the government also measures pupils' progress from their starting points at the last statutory assessment. From 2010 to 2015, this expected progress was considered to be 3 national curriculum levels during Key stage 2 to 4 in both English and mathematics. In 2016, this was abandoned, and a new progress measure (Progress 8) was introduced. Progress 8 is calculated and expressed as a point score based on a scale allocated to GCSE grade. As with Key stage 2, the parameters are quite narrow with -0.5 representing floor standard progress.
22. In 2016, this first year of this measure, Havering performed poorly against all benchmarking groups. In 2017, as a result of concerted improvement activity, Havering's score has improved, bringing progress in line with state-funded schools nationally, with ranking against all groups improving significantly.

## **Key Stage 5 (A Level)**

23. At A-Level the results used are State-funded Sixth forms (excludes FE Colleges). Havering now has six academy 6<sup>th</sup> forms, and in 2016, the point score attributed to the A\*-E grades were reduced by a factor of 7 (C grade – 30pts previously 210pts).

### **APS per entry**

24. The Average Points Score per Entry increased nationally by 0.2pts, whereas Havering and its statistical neighbours decreased -0.7pts and -1.5pts respectively, however this didn't impact the ranking compared to last year.

### **APS of Best 3 A-Levels**

25. The APS for students best 3 A-levels decreased by 0.9pts. Havering's ranking against all benchmark groups therefore decreased, placing Havering in the 4<sup>th</sup> quintile (below national).

### **Achieving grades AAB or better at A level, of which at least two are in facilitating subjects**

26. Facilitating subjects are comprised of the elements that make up the Ebacc at GCSE. Havering's percentage increased by 2.3%pts, as result, all benchmark ranking improved, however despite this remains below national.

### **Disadvantaged Pupils**

27. From 2016 the government changed how it measures outcomes for disadvantaged pupils. The current measure 'diminishing the difference' compares disadvantaged pupils with national non-disadvantaged pupils.

### **Key Stage 2**

28. In 2017, the performance of Havering's disadvantaged pupils achieving the expected standard at reading, writing, and mathematics was 58% against 47% national improving 6%pts on last year. Benchmark ranking are not yet available.

29. In reading, writing and mathematics, disadvantaged pupils in Havering have positive progress scores for the second year running. Nationally disadvantaged pupils score negatively in all areas for both years. Benchmark ranking are not yet available.

### **Key Stage 4**

#### **Progress 8**

30. Along with other pupils in 2016, disadvantaged pupils had a negative progress score, which was below the national average. In 2017, progress score remains negative but has improved. Benchmark ranking are not yet available.

#### **Attainment 8**

31. In 2016, Attainment 8 for Havering's disadvantaged pupils achieved slightly above national, and well above statistical neighbours, ranking 55<sup>th</sup> and 3<sup>rd</sup>

respectively. Although Att.8 points score declined from 41.3 to 38.1 in 2017 points attributed to grades changed and cannot be compared to previous year. There is currently no other published information. Benchmark ranking are not yet available.

32. Disadvantaged pupils Ebacc entries remain broadly static, however the percentage achieving Ebacc increased 2%pts to 14% and an increase of 4%pts of disadvantaged pupils achieving the Basics.

### **NEET and Unknown**

33. Havering performed in the top quintile for both NEET and participation, performing significantly better than the England averages. As at October 2017, NEET levels were 2.2% compared to the national average of 2.8%. The percentage of unknown young people was 1.4%, compared to 3.2% nationally.
34. The numbers of young people participating in education and training was 94.4%, compared to 92.1% nationally. A significant success the number of young people in apprenticeships, with Havering performing at 9.2%, compared to the national average of 6.4%.

### **Ofsted Judgements**

35. Ofsted measures performance based on providers being judged as either Good or Outstanding, the remaining judgements being 'Requires improvement' and 'Inadequate' (with the additional descriptor of 'serious weaknesses' or special measures). Historically the main focus was 'percentage of providers judged to be good or better', in recent years this focus has changed to 'percentage of pupils in a good or better school'.
36. In line with the Government's initial intention of enforced academisation, 'failing' schools who became sponsor-led were classified as new establishments, and exempted from inspection for a minimum of 3 years and were not included in Ofsted calculations. This led to period of sustained national improvement of schools being Good or Better increasing from 69% in 2012 to 89% in 2017.
37. Using the historic measure (% of Good or Better schools) Havering has not compared well with Benchmark comparator's, and has been consistently below national particularly in relation to Secondary schools.
38. This remains the case, however the secondary sector has improved in 2017 and in primary, it is now in line with national and statistical neighbours. The new measure mirrors the position above, though in primary the percentage of pupils in a good or better school is above national and rankings for primary have significantly improved in 2017.

**Next steps**

39. The authority continues to monitor the performance of all schools on a regular basis with a refreshed approach to bringing about necessary improvements. This includes forensic evaluation of progress through monthly performance review meetings in those schools identified as being under-performing and a greater use of the powers available to the authority where schools are a cause for concern.

<b>IMPLICATIONS AND RISKS</b>
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**Financial implications and risks:**

None arising directly as a result of this report.

**Legal implications and risks:**

It is recommended that the Overview and Scrutiny Committee notes the content of the Report and notes that further reports will be presented updating on progress against the agreed action plan.

**Human Resources implications and risks:**

The recommendations made in this report do not give rise to any identifiable HR risks or implications that would affect either the Council or its workforce.

**Equalities implications and risks:**

As a public authority the Council is required to comply with the general duty as set out in the Equality Act .This states that those subject to the general equality duty must have due regard to the need to:

- Eliminate unlawful discrimination, harassment and victimisation
- Advance equality of opportunity between different groups
- Foster good relations between different groups.

The Act explains that having due regard for advancing equality involves:

- Removing or minimising disadvantages suffered by people due to their protected characteristics.
- Taking steps to meet the needs of people from protected groups where these are different from the needs of other people.
- Encouraging people from protected groups to participate in public life or in other activities where their participation is disproportionately low.

It is important that the issues relating to under-performance of specific groups of pupils are addressed urgently to remove potential barriers that could prevent specific protected characteristics from achieving their full potential.

## BACKGROUND PAPERS

None

# Primary Overview

## Key Stage 1

Table 1: Early Years: % attaining a 'Good Level of Development' (GLD)

Area	2012	2013	2014	2015	2016	2017	Trend
National	59	52	60	66	69	71	
Inner London	58	53	62	68	71	73	
Outer London	60	53	62	68	72	73	
Statistical neighbours	58	56	63	68	71	72	
Havering	59	59	66	69	71	72	
National	65	18	15	40	49	52	
Statistical Neighbours	4	3	3	3	6	6	
London	17	9	6	14	17	20	

Table 2: Year 1 Phonics: % pupils attaining required standard of phonic decoding

Area	2012	2013	2014	2015	2016	2017	Trend
National		69	74	77	81	81	
Inner London		73	78	81	84	85	
Outer London		72	77	79	83	84	
Statistical neighbours		68	74	76	81	82	
Havering		69	76	78	85	86	
National		72	38	42	9	7	
Statistical Neighbours		4	2	2	1	1	
London		26	20	20	7	7	

Table 3a: Key Stage One: % Level 2B+ Reading | EXS+

Area	2012	2013	2014	2015	2016	2017	Trend
National	74	79	81	82	74	76	
Inner London	70	78	81	83	78	79	
Outer London	75	80	82	84	77	78	
Statistical neighbours	74	79	81	82	75	77	
Havering	79	81	82	85	77	77	
National	8	26	43	12	29	48	
Statistical Neighbours	1	2	3	2	3	5	
London	3	7	14	5	16	23	

Table 3b: Key Stage One: % Level 2B+ Writing | EXS+

Area	2012	2013	2014	2015	2016	2017	Trend
National	61	67	70	72	65	68	
Inner London	58	67	71	74	73	73	
Outer London	62	69	72	75	69	71	
Statistical neighbours	60	67	69	72	67	70	
Havering	68	72	72	77	70	71	
National	9	12	33	5	21	41	
Statistical Neighbours	1	2	2	1	3	4	
London	3	3	15	3	14	20	

Table 3c: Key Stage One: % Level 2B+ Mathematics | EXS+

Area	2012	2013	2014	2015	2016	2017	Trend
National	74	78	80	82	73	75	
Inner London	70	77	80	83	77	79	
Outer London	75	79	81	83	76	78	
Statistical neighbours	74	79	80	82	74	76	
Havering	78	81	81	84	77	77	
National	6	18	44	19	17	45	
Statistical Neighbours	1	1	4	2	3	4	
London	2	4	14	10	13	23	

## Key Stage 2

Table 4: Key Stage Two: % Level 4+ Reading, Writing and Mathematics | Achieved Standard

Area	2012	2013	2014	2015	2016	2017	Trend
National	67	76	79	80	52	61	
Inner London	69	79	82	83	57	66	
Outer London	70	78	82	82	56	65	
Statistical neighbours	67	75	79	80	52	61	
Havering	71	79	83	85	62	72	
National	22	25	15	7	8	4	
Statistical Neighbours	1	2	1	1	1	1	
London	10	12	11	5	7	4	

Table 5d: Key Stage Two: % Grammar, punctuation and spelling

Area	2012	2013	2014	2015	2016	2017	Trend
National		74	77	81	66	77	
Inner London		79	81	85	70	82	
Outer London		79	81	85	69	81	
Statistical neighbours		73	76	80	66	77	
Havering		78	81	86	73	84	
National		30	20	9	10	8	
Statistical Neighbours		2	1	1	1	1	
London		22	18	8	7	7	

Table 5a: Key Stage Two: % 2 levels progress Reading | Progress Score

Area	2012	2013	2014	2015	2016	2017	Trend
National	90	88	91	91	0.0	0.0	
Inner London	93	92	93	93	1.4		
Outer London	91	90	93	93	0.7		
Statistical neighbours	89	88	91	91	0		
Havering	90	89	92	93	0.6	0.9	
National	62	62	39	17	38		
Statistical Neighbours	4	2	1	1	1		
London	26	27	26	12	22		

Table 5b: Key Stage Two: % 2 levels progress Writing | Progress Score

Area	2012	2013	2014	2015	2016	2017	Trend
National	90	92	93	94	0.0	0.0	
Inner London	94	95	96	96	2.1		
Outer London	92	93	95	95	0.7		
Statistical neighbours	90	92	94	94	-0.2		
Havering	91	94	95	96	1.2	1.1	
National	57	17	20	5	27		
Statistical Neighbours	4	2	1	1	1		
London	27	13	17	4	16		

Table 5c: Key Stage Two: % 2 levels progress Mathematics | Progress Score

Area	2012	2013	2014	2015	2016	2017	Trend
National	87	88	90	90	0.0	0.0	
Inner London	91	93	93	93	1.9		
Outer London	89	91	92	92	1.4		
Statistical neighbours	87	88	89	90	-0.2		
Havering	88	91	92	92	0.7	1.5	
National	56	28	32	24	48		
Statistical Neighbours	2	1	1	1	1		
London	23	18	23	17	30		

## Secondary Overview

### GCSE's

Table 6b: Key Stage 4: Attainment 8

Area	2012	2013	2014	2015	2016	2017	Trend
National				48.6	50.1	46.1	
Inner London				50.2	51.3	47.8	
Outer London				51.5	52.3	48.9	
Statistical neighbours				48.1	49.8	45.6	
Havering				48.8	50.0	47.1	
National				67	74	47	
Statistical Neighbours				3	6	3	
London				28	27	21	

Table 7a: Key Stage 4: % Entering the English Baccalaureate

Area	2012	2013	2014	2015	2016	2017	Trend
National	21.7	35.6	38.8	38.8	39.7	34.9	
Inner London	19.2	40.0	45.1	48.0	49.5	50.8	
Outer London	27.2	43.9	46.5	46.7	49.6	49.3	
Statistical neighbours	20.5	33.7	37.8	37.5	39.2	37.1	
Havering	29.2	43.8	45.6	41.5	48.5	50.1	
National	23	27	31	48	23	21	
Statistical Neighbours	2	1	2	2	1	1	
London	9	17	18	26	18	18	

Table 7b: Key Stage 4: % Achieving the English Baccalaureate

Area	2012	2013	2014	2015	2016	2017	Trend
National	15.4	22.9	24.3	24.4	24.6	21.7	
Inner London	13.7	25.8	28.0	29.4	30.0	31.2	
Outer London	19.8	30.0	31.2	31.0	32.4	31.9	
Statistical neighbours	14.8	21.8	23.5	23.1	24.1	23.0	
Havering	18.7	24.4	24.4	22.8	27.7	30.3	
National	39	54	66	82	42	27	
Statistical Neighbours	4	5	5	5	3	1	
London	14	21	27	30	22	19	

Table 8: Key Stage 4: % Achieving the Basics (A\*-C in both English and Maths)

Area	2012	2013	2014	2015	2016	2017	Trend
National	58.9	61.6	59.1	59.5	62.8	58.5	
Inner London	60.3	64.1	61.8	61.5	64.7	65.3	
Outer London	63.4	66.8	64.6	63.0	66.5	68.3	
Statistical neighbours	59.4	61.9	59.5	58.0	62.6	62.2	
Havering	65.0	65.4	63.9	60.1	63.6	67.3	
National	19	34	25	68	64	37	
Statistical Neighbours	1	2	1	3	5	1	
London	9	16	14	21	20	16	

Table 6a: Key Stage 4: Progress 8

Area	2012	2013	2014	2015	2016	2017	Trend
National					-0.03	-0.03	
Inner London					0.17	0.21	
Outer London					0.16	0.23	
Statistical neighbours					-0.06	-0.07	
Havering					-0.14	-0.04	
National					114	72	
Statistical Neighbours					9	4	
London					31	28	

### A-Levels

Table 9: Key Stage Five: Average Points Score (APS) per Entry at A level (excl. FE Colleges)

Area	2012	2013	2014	2015	2016	2017	Trend
National		213.9	214.8	215.4	31.9	32.1	
Inner London		213.7	215.0	217.3	32.3	32.3	
Outer London		217.0	217.7	218.7	32.4	32.1	
Statistical neighbours		213.9	214.3	213.7	32.0	30.5	
Havering		213.3	214.6	215.0	31.4	30.7	
National		65	66	64	73	74	
Statistical Neighbours		6	7	4	7	6	
London		17	19	23	21	21	

Key Stage 5: APS for best 3 A-Levels (excl. FE Colleges)

Area	2012	2013	2014	2015	2016	2017	Trend
National					35.0	34.8	
Inner London					34.3	35.0	
Outer London					35.0	35.1	
Statistical neighbours					34.5	33.8	
Havering					33.9	33.0	
National					69	95	
Statistical Neighbours					7	8	
London					20	25	

Table 10a Key Stage Five: % of students achieving grades AAB or better at A level, of which at least two are in facilitating subjects (excl. FE Colleges)

Area	2012	2013	2014	2015	2016	2017	Trend
National		13.6	13.5	13.1	15.4	16.6	
Inner London		12.5	12.9	12.8	15.5	16.9	
Outer London		16.0	14.7	14.8	16.4	17.2	
Statistical neighbours		10.5	10.5	10.3	16.6	15.8	
Havering		14.5	13.3	13.2	9.7	12.0	
National		39	50	49	116	98	
Statistical Neighbours		4	4	4	9	7	
London		11	14	14	25	23	



# Primary Overview (Disadvantaged Pupils)

## Key Stage 2 (Disadvantaged Pupils)

Key Stage Two: % of Disadvantaged pupils achieving Level 4+ Reading, Writing and Mathematics | Achieved Standard

Area	2013	2014	2015	2016	2017	Trend
National	60%	67%	70%	39%	47%	
Inner London	73%	76%	80%	52%		
Outer London	65%	70%	76%	46%		
Statistical neighbours	58%	66%	68%	37%		
Havering	59%	72%	76%	52%	58%	
National	75	28	20	8		
Statistical Neighbours	3	1	1	1		
London	33	25	19	8		

Key Stage Two: % of Disadvantaged pupils 2 levels progress Reading | Progress Score

Area	2013	2014	2015	2016	2017	Trend
National		88%	88%	-0.7	-0.8	
Inner London						
Outer London						
Statistical neighbours		87%	88%	-1		
Havering		91%	91%	0.8	0.7	
National		26	26	13		
Statistical Neighbours		1	1	1		
London		21	19	11		

Key Stage Two: % of Disadvantaged pupils 2 levels progress Writing | Progress Score

Area	2013	2014	2015	2016	2017	Trend
National		92%	92%	-0.3	-0.4	
Inner London						
Outer London						
Statistical neighbours		92%	92%	-0.7		
Havering		94%	94%	0.9	0.9	
National		24	24	30		
Statistical Neighbours		1	1	1		
London		17	17	14		

Key Stage Two: % of Disadvantaged pupils 2 levels progress Mathematics | Progress Score

Area	2013	2014	2015	2016	2017	Trend
National		86%	86%	-0.5	-0.7	
Inner London						
Outer London						
Statistical neighbours		85%	85%	-1.0		
Havering		89%	89%	0.3	1.0	
National		30	35	42		
Statistical Neighbours		1	1	1		
London		24	21	24		

## Diminishing the Difference

Key Stage Two: Difference between Disadvantaged and National Non-disadvantage pupils in Level 4+ Reading, Writing and Mathematics | Achieved Standard

Area	2013	2014	2015	2016	2017	Trend
National	-19	-16	-15	-21	-20	
Inner London	-6	-6	-5	-9		
Outer London	-14	-12	-9	-15		
Statistical neighbours	-22	-17	-17	-23		
Havering	-20	-11	-9	-8	-9	
National	75	28	20	8		
Statistical Neighbours	3	1	1	1		
London	33	25	19	8		

Key Stage Two: Difference between Disadvantaged and National Non-disadvantage pupils in % 2 levels progress Reading | Progress Score

Area	2013	2014	2015	2016	2017	Trend
National		-4	-4	-1.0	-1.1	
Inner London						
Outer London						
Statistical neighbours		-5	-4	-2		
Havering		-1	-1	0.5	0.2	
National		26	26	13		
Statistical Neighbours		1	1	1		
London		21	19	11		

Key Stage Two: Difference between Disadvantaged and National Non-disadvantage pupils in 2 levels progress Writing | Progress Score

Area	2013	2014	2015	2016	2017	Trend
National		-3	-3	-0.3	-0.5	
Inner London						
Outer London						
Statistical neighbours		-3	-3	-0.8		
Havering		-1	-1	0.8	1.0	
National		30	24	30		
Statistical Neighbours		1	1	1		
London		21	17	14		

Key Stage Two: Difference between Disadvantaged and National Non-disadvantage pupils in % 2 levels progress Mathematics | Progress Score

Area	2013	2014	2015	2016	2017	Trend
National		-5	-5	-0.7	-0.9	
Inner London						
Outer London						
Statistical neighbours		-6	-6	-1.2		
Havering		-2	-2	0.1	0.8	
National		30	35	42		
Statistical Neighbours		1	1	1		
London		24	21	24		

## Secondary Overview (Disadvantaged Pupils)

### GCSE's

Key Stage 4: Progress 8 score per disadvantaged pupil

Area	2013	2014	2015	2016	2017	Trend
National				-0.38		■
Inner London				0.06		■
Outer London				-0.10		■
Statistical neighbours				-0.46		■
Havering				-0.56	-0.41	■
National				110		•
Statistical Neighbours				8		•
London				32		•

Key Stage 4: Average Attainment 8 score per disadvantaged pupil

Area	2013	2014	2015	2016	2017	Trend
National				41.2		■
Inner London				47.8		■
Outer London				45.2		■
Statistical neighbours				39.9		■
Havering				41.3	38.8	■
National				55		•
Statistical Neighbours				3		•
London				32		•

Key Stage 4: Percentage of disadvantaged pupils with entries in all English Baccalaureate subject areas

Area	2013	2014	2015	2016	2017	Trend
National	20%	23%	23%	25%		■
Inner London	33%	38%	42%	44%		■
Outer London	30%	33%	34%	37%		■
Statistical neighbours	16%	21%	21%	22%		■
Havering	23%	28%	26%	31%	29%	■
National	37	29	40	30		•
Statistical Neighbours	1	2	2	2		•
London	27	24	29	26		•

Key Stage 4: Percentage of disadvantaged pupils achieving the English Baccalaureate

Area	2013	2014	2015	2016	2017	Trend
National	10%	11%	11%	12%		■
Inner London	19%	21%	23%	24%		■
Outer London	17%	18%	18%	19%		■
Statistical neighbours	7%	9%	10%	10%		■
Havering	10%	11%	10%	12%	14%	■
National	51	49	52	43		•
Statistical Neighbours	3	3	4	3		•
London	31	31	31	32		•

Key Stage 4: Percentage of disadvantaged pupils achieving grades A\*-C in both English and mathematics GCSEs

Area	2013	2014	2015	2016	2017	Trend
National	42%	40%	40%	43%		■
Inner London	57%	55%	54%	58%		■
Outer London	52%	49%	47%	51%		■
Statistical neighbours	39%	38%	37%	40%		■
Havering	46%	45%	42%	43%	47%	■
National	40	32	45	60		•
Statistical Neighbours	1	1	1	2		•
London	30	27	30	32		•

### Diminishing the Difference

Key Stage 4: Difference between Progress 8 measure for disadvantaged pupils in school/LA and non-disadvantaged pupils nationally

Area	2013	2014	2015	2016	2017	Trend
National				-0.48		■
Inner London				-0.04		■
Outer London				-0.20		■
Statistical neighbours				-0.56		■
Havering				-0.66		■
National				110		•
Statistical Neighbours				8		•
London				32		•

Key Stage 4: Difference between Attainment 8 for disadvantaged pupils in school/LA and non-disadvantaged pupils nationally

Area	2013	2014	2015	2016	2017	Trend
National				-12.3		■
Inner London				-5.7		■
Outer London				-8.3		■
Statistical neighbours				-13.6		■
Havering				-12.2		■
National				55		•
Statistical Neighbours				3		•
London				32		•

Table 7a: Key Stage 4: % Entering the English Baccalaureate

Area	2013	2014	2015	2016	2017	Trend
National	-21%	-22%	-21%	-20%		■
Inner London	-8%	-7%	-3%	-2%		■
Outer London	-11%	-12%	-11%	-9%		■
Statistical neighbours	-25%	-24%	-24%	-24%		■
Havering	-19%	-17%	-19%	-15%		■
National	37	29	41	30		•
Statistical Neighbours	1	2	2	2		•
London	27	24	29	26		•

Table 7b: Key Stage 4: % Achieving the English Baccalaureate

Area	2013	2014	2015	2016	2017	Trend
National	-18%	-18%	-18%	-18%		■
Inner London	-8%	-8%	-7%	-11%		■
Outer London	-11%	-12%	-11%	-20%		■
Statistical neighbours	-20%	-20%	-20%	-19%		■
Havering	-18%	-18%	-19%	-18%		■
National	51	49	53	43		•
Statistical Neighbours	3	3	4	3		•
London	31	31	31	32		•

Table 8: Key Stage 4: % Achieving the Basics (A\*-C in both English and Maths)

Area	2013	2014	2015	2016	2017	Trend
National	-27%	-27%	-28%	-28%		■
Inner London	-12%	-12%	-13%	-13%		■
Outer London	-17%	-17%	-20%	-20%		■
Statistical neighbours	-30%	-28%	-30%	-30%		■
Havering	-23%	-22%	-25%	-28%		■
National	40	32	46	60		•
Statistical Neighbours	1	1	1	2		•
London	30	27	30	32		•

# Ofsted Overview

## % of Providers

Table 11: Ofsted: % of Providers Good or Better

Area	2012	2013	2014	2015	2016	2017	Trend
National	69%	78%	81%	84%	88%	89%	
Inner London	76%	89%	90%	90%	93%	94%	
Outer London	75%	81%	83%	87%	91%	93%	
Statistical neighbours	64%	74%	77%	81%	88%	89%	
Havering	74%	78%	77%	72%	74%	84%	
National	50	80	106	147	147	128	
Statistical Neighbours	1	4	4	11	11	10	
London	21	28	30	33	33	33	

Table 11a: Ofsted: % of Good or Better Primary Schools

Area	2012	2013	2014	2015	2016	2017	Trend
National	69%	78%	82%	85%	89%	91%	
Inner London	76%	87%	89%	89%	92%	95%	
Outer London	73%	80%	83%	88%	91%	93%	
Statistical neighbours	62%	73%	77%	82%	90%	91%	
Havering	78%	79%	82%	80%	82%	91%	
National	30	75	79	118	135	79	
Statistical Neighbours	1	5	3	9	10	8	
London	14	24	26	31	33	27	

Table 11b: Ofsted: % of Good or Better Secondary Schools

Area	2012	2013	2014	2015	2016	2017	Trend
National	66%	71%	71%	74%	78%	79%	
Inner London	75%	91%	88%	89%	91%	88%	
Outer London	82%	83%	78%	83%	87%	90%	
Statistical neighbours	68%	75%	74%	75%	77%	82%	
Havering	65%	72%	67%	56%	56%	63%	
National	88	77	97	132	136	128	
Statistical Neighbours	7	8	9	10	10	11	
London	28	28	30	32	32	31	

## % of Pupils

Table 12: Ofsted: % of Pupils in a Good or Better provider

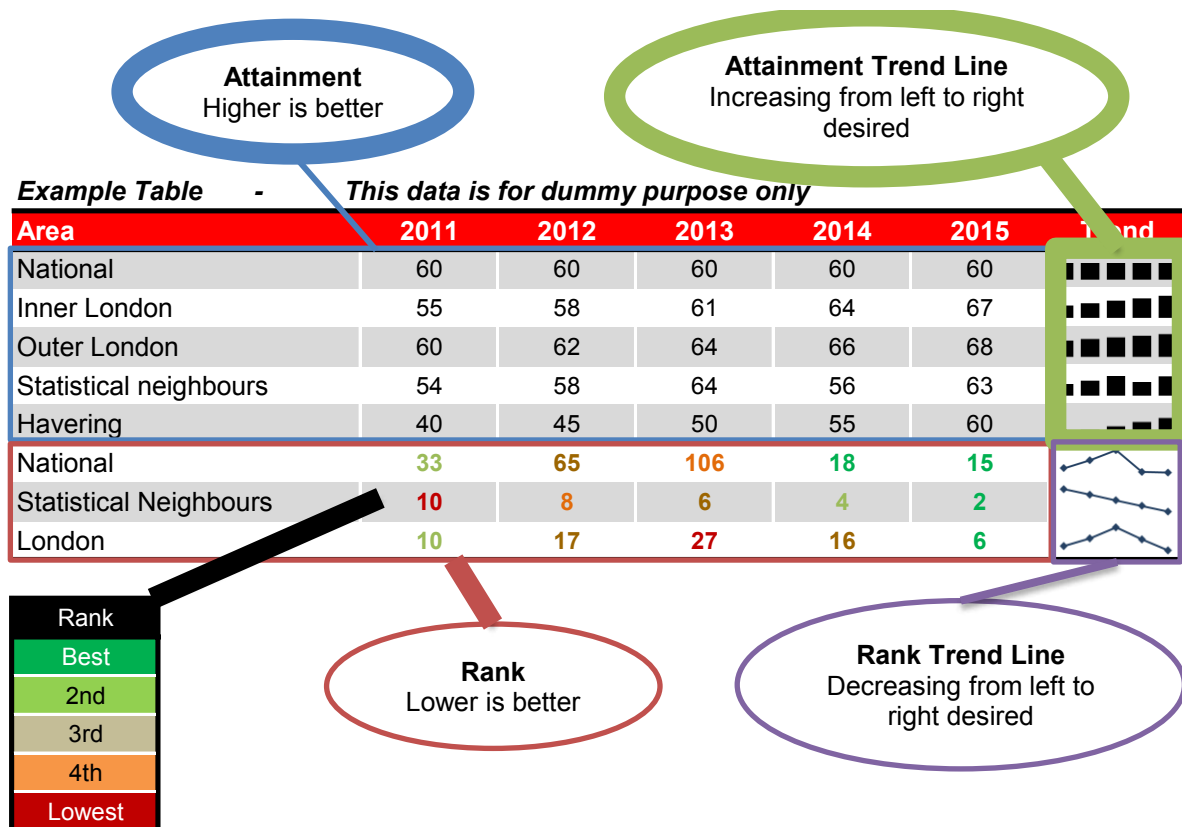
	2012	2013	2014	2015	2016	2017	Trend
National	69%	76%	78%	81%	86%	87%	
Inner London	76%	89%	90%	90%	92%	92%	
Outer London	77%	82%	82%	87%	91%	93%	
Statistical neighbours	66%	75%	77%	81%	86%	88%	
Havering	73%	77%	74%	67%	70%	81%	
National	56	83	109	144	147	131	
Statistical Neighbours	2	5	8	11	11	10	
London	23	31	32	33	33	33	

Table 12a: Ofsted: % of Pupils in a Good or Better Primary School

Area	2012	2013	2014	2015	2016	2017	Trend
National	68%	78%	81%	84%	89%	90%	
Inner London	75%	87%	89%	89%	93%	95%	
Outer London	72%	80%	82%	87%	91%	93%	
Statistical neighbours	62%	73%	77%	82%	90%	91%	
Havering	79%	80%	80%	77%	81%	91%	
National	30	77	93	126	136	81	
Statistical Neighbours	1	6	6	9	11	8	
London	13	21	27	32	32	26	

Table 12b: Ofsted: % of Pupils in a Good or Better Secondary School

Area	2012	2013	2014	2015	2016	2017	Trend
National	69%	74%	74%	77%	81%	82%	
Inner London	77%	92%	91%	91%	92%	88%	
Outer London	84%	85%	81%	85%	89%	92%	
Statistical neighbours	71%	78%	77%	79%	80%	85%	
Havering	67%	73%	66%	56%	57%	65%	
National	94	84	113	133	138	132	
Statistical Neighbours	7	8	9	10	10	11	
London	29	29	31	32	32	31	



Rank has been divided into quintiles representing a fifth of all Local Authorities in the group (National 152, Statistical Neighbours 11, London 33). The rank number colour indicates the quintile as per the key above

National average - state-funded schools (including Academies and CTCs)